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Monmouth, Illinois 61462-1998
309-457-2131
www.monm.edu

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Monmouth College: An Introduction

Location of the College.

Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of 9,800 residents. The Mississippi River, still the threshold of the American West, flows just fifteen miles from Monmouth's campus. Chicago is 180 miles to the northeast. The Quad Cities—Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa—straddle the Mississippi forty miles due north. Monmouth is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline, Peoria, and nearby Galesburg and Burlington, Iowa. Monmouth's location also permits easy access to other academic communities: Western Illinois University is thirty miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just 12 miles away in Galesburg.

The College's History and Purpose.

Founded in 1853 by pioneering Presbyterians, Monmouth College brought the blessings of civilization to the people of the rough frontier and spoke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as its founders did—preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created as a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous under-

standing of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

■Accreditation and Affiliation.

Monmouth is a four-year college offering the bachelor of arts degree and is fully accredited by The Higher Learning Commission and a member of the North Central Association, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602, 800-621-7440. The program of the department of education is approved by the Illinois State Certification Board, 100 North First St., Springfield, IL 62777-0001, 217-782-2805.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the College chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and thirteen other colleges similar in kind and purpose compose a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described in the section titled Off-Campus Programs, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a semester or an academic year.

Mission And Purposes

Mission Statement.

As an undergraduate liberal arts college we recognize the close relationship of faculty and students to be fundamental to our learning environment. As a community of learners we strive to create and sustain an environment that is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse; and we hold as central our commitment to liberal arts education and to one another. We integrate a four-year program of general education with in-depth study in the major and a rich array of co-curricular activities in order to foster the discovery of connections among disciplines and of larger patterns of meaning. Through these experiences, we help our students explore multiple perspectives on the human condition and prepare themselves for rich personal and professional lives—for leadership, citizenship, and service in a global context.

Monmouth College was founded in 1853 by pioneering Presbyterians. As a campus community we honor that heritage and value religious diversity as we explore the spiritual dimension of human existence and the relationship between faith and knowledge. As both observers and participants we seek to deepen our understanding and appreciation of the creative tension that exists among the principles of democracy, pluralism, equality, and freedom in our own nation and beyond.

Statement of Purposes.

As an undergraduate liberal arts institution Monmouth College exists to:

1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse. This includes:

    a) Providing students with a four-year general education program, in-depth study in the major, and a rich array of co-curricular activities.

    b) Fostering the discovery of connections among disciplines and of larger patterns of meaning.

    c) Promoting an understanding of a value system that is shaped by individual and collective experiences.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.
7. Foster and promote intellectual inquiry and critical analysis through

mentoring relationships characterized by individual attention.

8. Develop creativity and skills in written and oral communication and artistic expression.

9. Understand the methods of inquiry and expression in the arts, humanities, sciences, and social sciences.

STUDENT LIFE

Beyond the Classroom.

The Monmouth College campus provides a charming and comfortable living and learning environment that is both ideal and idyllic as a traditional college setting. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into faculty homes, residence halls and dining room, embracing a broad range of co-curricular activities. Lectures, concerts and performances by visitors are planned to compliment the academic program. The College newspaper and other publications, the campus radio station, religious services, music groups and the theatre provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of activities. In all of these there are opportunities for learning, for leadership and for interaction with faculty members.

Instructional Facilities

The newly renovated Hewes Library, appropriately located at the center of campus, provides resources and services to satisfy the information needs of the Monmouth College community. The Hewes physical collection is comprised of 300,000 books, periodicals, government documents, and microforms. Patrons have access to over one hundred electronic databases, and use Interlibrary Loan service to borrow materials from libraries worldwide. All library resources are introduced to Monmouth students through the information literacy components of many courses, including Freshman Seminar and Communications 101. Many of the Library's online resources can be accessed from its homepage *(http://department.monm.edu/library).* Several special collections reside on the upper level: the Rare Book Collection and the Monmouth College Archives (in the Beveridge Rooms), the James C. Shields '49 Collection of Art and Antiquities, and the Len G. Everett Gallery. Throughout the building, ample study space is com-

bined with data ports and wireless capabilities. New additions to the Library include an electronic classroom suitable for computer instruction and presentations, and a coffee shop.

Hewes Library is also home to the College's Information Systems Center, the campus' nerve center for computer and network services. The Center supports several computer labs across campus, including the Library's own Dorothy Peterson Dahl '40 Computer Lab, a favorite spot for students to access the campus network.

The Haldeman-Thiessen Science Center, named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's long-lived reputation for excellence in the laboratory sciences.

The College Auditorium, the oldest building on campus, serves as chapel, concert hall, assembly area and lecture hall. Currently under way is a $3.5 million renovation that will preserve the building's splendid acoustical qualities and architectural beauty while modernizing its mechanical systems and audience comforts.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for early presidents of Monmouth College. In Wallace Hall, the Trotter Computerized Classroom accommodates 24 student workstations and a data projection system to be used by an instructor. The former Carnegie Library, located just west of Wallace Hall, was renovated in 1996 and renamed Poling Hall. It houses the offices of student affairs, the registrar, financial aid and other essential student services. Theater productions are staged in the Wells Theater. The music department has much of its activities in Austin Hall on the east side of the campus and in the College Auditorium.

■Student Affairs.

The Student Life staff – the vice president, deans, directors, chaplain, head residents, resident assistants; and those in the Stockdale Center, Wackerle Career and Leadership Center, TNT Involvement Center and Intercultural Life – all have a personal and professional commitment to quality in all areas of student life.

The Office of Student Affairs administers all student services, particularly individual and group counseling; personal, relational and developmental concerns; health and wellness issues; advising student government; campus and Greek organizations; and the general well-being of campus life. Additional counseling services for assessment or evaluation purposes are provided when necessary.

Monmouth College students receive 24-hour health services through the Community Medical Center, OSF Medical group and the emergency room of Community Medical Center. Services that require hospitalization or other medical treatment are available at the hospital.

Intercultural Life focuses its attention on the nurturance and special needs of a growing number of students from diverse backgrounds, advising, counseling and encouraging them to be full participants in the college community.

The Stockdale Center is the hub of extracurricular activities on campus. The associate dean of students and director of campus events works closely with the Association for Student Activity Programming and other organizations in planning

a wide range of activities.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making residence hall life a richer experience for everyone. Accordingly the College requires all its students to live on campus unless exceptions are necessary, such as married students and students in the Monmouth area who reside with their parents. While providing some supervision of students in residence through its system of hall directors, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus, each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system, Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Bowers, where suites are arranged around a shared living room. The residents of the various halls may choose the hours of visitation, within parameters established by the College. In all its residences, the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings bright and cheerful – a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose among alternatives in accommodations, physical surroundings and lifestyles. Substance-free, quiet floors and theme housing are also available.

Each spring returning students sign up for rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students the housing they prefer.

Many Monmouth students choose to join fraternities or sororities. Sorority members live within the residence halls, choosing rooms as do unaffiliated women. Fraternity members, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

All students in residence, including some who live at home, take their meals in the dining hall of the Stockdale Center. Private dining rooms in the center are available for special occasions.

■Recreation and Athletics.

More and more people are recognizing that an organized program of recreation is necessary to their spiritual as well as their physical well-being. Monmouth provides a variety of opportunities, from the rigorous discipline of intercollegiate competition to an extensive recreational sports schedule. The College's Bobby Woll Memorial Athletic Field features an eight-lane track with a rubberized asphalt surface. Indoor recreational space is provided in the College's athletic center, which includes Arthur Glennie Gymnasium, dedicated in 1983, and the old gymnasium, completed in 1925 and extensively renovated in 1984. In 2000 the Marshall Health and Fitness Center was dedicated. Students, faculty and staff enjoy access to a comprehensive wellness program and state-of-the-art exercise

equipment which includes air-bikes, ellipticals, steppers, weights, treadmills and health monitoring equipment.

Peacock Memorial Athletic Park, located a few blocks from the campus, offers state-of-the-art baseball and soccer fields.

Monmouth's men compete on the varsity level in football, soccer, tennis, cross country, basketball, golf, baseball, and track and field. Varsity competition is offered to Monmouth's women in volleyball, golf, cross country, basketball, tennis, track and field, soccer and softball. More than 80 percent of Monmouth's students are actively involved in all aspects of the intercollegiate, intramural, and recreational programs. Facilities an all-weather track and extensive indoor facilities.

Monmouth College considers the intercollegiate athletic program to be an integral part of the total educational experience. Subscribing to a "sound mind in a sound body" concept, the College recognizes the significant contribution of recreation, intramural and intercollegiate athletics to the development of male and female students. From a relaxed recreational program to the very rigorous intercollegiate program, Monmouth students can experience a wide range of athletic opportunities.

The College is committed to providing equal opportunities for all its students. It is the goal of the college to provide experiences that will allow men and women to achieve the maximum potential in both academic and athletic endeavors.

The health and welfare of our students is paramount. Athletic opportunities are provided in a context that fosters character development, safe participation, value enhancement and academic achievement. Student athletes are encouraged to participate in all aspects of the college experience. The education and development of the whole person is our fundamental commitment.

The College firmly adheres to the spirit and intent of the rules and regulations of the National Collegiate Athletic Association and the Midwest Conference. The College, while integrating the mandates established by both organizations, retains institutional control. All policies, rules and regulations are reviewed regularly by responsible faculty and administrative personnel.

■Campus Organizations.

The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction and several groups provided for those whose talents are in the arts. Six national Greek organizations (see below) add an important dimension to Monmouth College social life. Notable among Monmouth's traditionally strong music organizations are the Monmouth College Pipes and Drums band and the Monmouth College Chorale. The Coalition for Women's Awareness, the Coalition for Ethnic Awareness, Amnesty International, Monmouth Christian Fellowship and Students Organized for Service speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students for help with tutoring and coaching. Through the YMCA, Warren Achievement Center,

Jamieson Community Center, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities to do so.

■Greek Organizations.

Greek letter societies have been an integral part of Monmouth College life for many years, for they have important benefits for their members and the campus. All Greek organizations adhere to the principle of nondiscrimination in selecting members. All sororities are members of the Panhellenic Council. Fraternities hold membership in the Interfraternity Council.

Alpha Tau Omega

Alpha Tau Omega was founded at Virginia Military Institute in Richmond, Virginia, on September 11, 1865. Epsilon Nu chapter of Alpha Tau Omega was founded at Monmouth May 3, 1947. At that time all the members of the local Phi Kappa Pi fraternity were invited to become members of Alpha Tau Omega.

Alpha Xi Delta

Alpha Xi Delta was founded at Lombard College in Galesburg, Illinois, in 1893. The Beta Epsilon chapter of the fraternity for women made its first appearance at Monmouth College in 1932, but was dissolved in the late 1970s. In 1997, the chapter successfully re-colonized, with 42 women initiated.

Kappa Kappa Gamma

Kappa Kappa Gamma was founded at Monmouth College on October 13, 1870. When sororities were reestablished on the campus, the local fraternity, Kappa Alpha Sigma, organized. This group was reinstated as Alpha chapter of Kappa Kappa Gamma in 1934.

Pi Beta Phi

I.C. Sorosis, the first national fraternity for women, was founded at Monmouth College April 27, 1867. The name officially changed to Pi Beta Phi in 1888. After sororities were reestablished at Monmouth College, Pi Beta Phi returned to the campus as the Alpha chapter of the fraternity.

Sigma Phi Epsilon

Sigma Phi Epsilon was founded nationally at Richmond, Virginia, on November 1, 1901. Since then 171 chapters have been established throughout the nation. Illinois Gamma of Sigma Phi Epsilon was established on May 22, 1948, after merging with Theta Epsilon Omega fraternity.

Zeta Beta Tau

Zeta Beta Tau fraternity was founded at the City College of New York on December 29, 1898. Delta Lambda chapter colony was founded at Monmouth College on April 17, 1968. In 1989, Zeta Beta Tau was the first fraternity to eliminate pledgeship.

■College Governance.

Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and responsive to students' needs. Accordingly, the College provides extensive opportunities for students to be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies that work together

for the welfare of the whole. The Monmouth College Board of Trustees has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty and students. The Board of Trustees is composed of no fewer than 33 directors, nine of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Student Senate sit in plenary sessions and with Board committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and various standing committees. Unless specifically excluded by the faculty's statues, students participate on faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Student Senate, which has a wide interest in and responsibility for the quality of student life. Its legislative body is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the administration, the faculty and the trustees.

■Harassment Policy.

Monmouth College will not tolerate the harassment of any member of the College community or visitor to its campus. The College particularly deplores harassment that uses race, age, gender, sexual orientation, national origin, mental or physical handicap, ethnicity or religion in a derogatory manner. Harassment, sexual harassment or sexual misconduct is strictly prohibited, and is a violation of this policy. A violation of this policy may result in disciplinary action, up to and including immediate termination or expulsion, being taken against the appropriate person or persons.

Harassment

Harassment may range from remarks to violent assault. The following list is intended to provide examples of harassment. This list is not intended to be exhaustive.

1. Verbal behavior including verbal insults, remarks, epithets, derogatory statements, directed at an individual or group
2. Non-verbal behavior including graffiti, inappropriate physical advances short of physical violence
3. Assault, including physical violence or the threat of physical violence

Sexual Harassment and Sexual Misconduct

Sexual harassment or sexual misconduct is unwelcome communication or conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors; lewd, obscene, or sexually suggestive remarks; or other conduct of a sexual nature when:

1. submission to such conduct or communication is made, either explicitly or implicitly, a term or condition of employment or education; or
2. submission to or rejection of such conduct by an individual is used as the basis for academic grades, academic assignments, promotions, tenure, performance evaluations, pay adjustments, discipline, work assignments, or receipt of education- or employment-related benefits, or participation in extracurricular activities; or

3. such conduct has the purpose or effect of unreasonably interfering with an individual's employment or education, or of creating an intimidating, hostile, or offensive employment or educational environment.

Guidelines for the Reporting of Harassment

It is the responsibility of all members of the campus community, including faculty, staff and students, to report any communication or conduct prohibited by this policy immediately to the Dean of Students (#2113), Dean of the Faculty (#2325), Director of Personnel (#2122), or Campus Security (#2345 after 4:30 p.m.). An appropriate and timely investigation into the report will be conducted. Any retaliation against an individual that makes a report of harassment, sexual harassment or sexual misconduct, or against a witness or other participant in an investigation, is strictly prohibited and will be considered a violation of this policy.

Employee grievance procedures that are included in the respective employment manual describe how individuals accused of harassment, sexual harassment or sexual misconduct can respond to charches brought against them.

If a member of the Monmouth College community suspects that a student is being abused or neglected, he or she should contact the Office of Student Affairs at extension 2113 immediately. After 4:30 p.m. and before 8:00 a.m., persons should immediately call extension 2345 or just dial "0" to contact campus security. Security will contact the appropriate College officials. Students may also contact their Hall Directors, Head Residents, and Residents Assistants to file a report of abuse or neglect.

Anti-Harassment Training

To encourage and promote only conduct that is consistent with this policy, students, faculty and staff will be provided training in the areas of anti-harassment and nondiscrimination. Training may consist of written materials, films, presentations, workshops, individual counseling, or any combination thereof. Whenever reasonably possible, preliminary training will be provided to new students and new employees within the first few days of enrollment or employment. Thereafter, periodic training will be provided (normally on an annual basis). Responsibility for such training shall be assigned to the appropriate administrative office or offices as determined by the College. The College may require faculty, staff and students to participate in training activities regarding the prevention of harassment, sexual harassment, and sexual misconduct.

■Rights and Responsibilities.

The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free community, are expected to share responsibility for the welfare of the College and to defend its good name.

Accordingly, the Student Senate has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in

which individual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the State of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the College.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction.

Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

■Wackerle Career and Leadership Center.

The Wackerle Career and Leadership Center has four main components; career development, leadership development, service learning and involvement. The Center provides opportunities to develop an understanding of self as it relates to individual leadership development and the world of work. The center provides services to help students assess career interests, measure aptitudes, prepare for job interviews and compile credentials. Opportunities are also provided for explorations into individual leadership styles with a focus on collaborative leadership development.

Workshops and special programs on career and leadership development are offered regularly. A job vacancy newsletter; a teacher candidate directory; a senior resume book; practical paid and volunteer work experience; internships; and interview opportunities with potential employers, graduate and professional schools, and alumni are also available.

There are many opportunities for students to volunteer on campus, in the community and on the global level. The Monmouth College students are actively participating in Habitat for Humanity, tutoring programs, Big Brother/Sister, Friends for Seniors, alternative Spring Break, and church sponsored activities.

The TNT Involvement Center, located in the Stockdale Student Center, is a satellite office of the Wackerle Center. The TNT Involvement Center seeks to inform, support, and promote leadership development through involvement on campus, within the organizations, within communities and at the global level.

■Mellinger Teaching and Learning Center.

Located next to Fulton Hall, the Edward Arthur Mellinger Teaching and Learning Center provides academic services that may help students with developmental needs in writing, speech and mathematics. The center is equipped with a 24-hour computer lab. It is staffed regularly by Writing Fellows who provide technical assistance to students. The center occasionally hosts special events such as poetry readings.

ACADEMIC PROGRAM

THE MONMOUTH PLAN

■ The Semester Calendar.

The academic year at Monmouth is organized into two semesters. In each semester, students ordinarily take 15 to 16 credits. The first semester begins in late August, ending before the Christmas holidays. The second semester begins in late January, ending in mid-May. Depending on the credit value of each course, students might anticipate taking between four and six courses each semester.

Most courses meet for three 50-minute periods or two 75-minute periods a week, with laboratory or studio courses having additional sessions. Individual courses are worth one to 12 semester hours.

■ The Monmouth Curriculum

The program of study at Monmouth College is a distinctive answer to questions that critics of higher education have increasingly urged upon America's colleges and universities: What form of undergraduate education best prepares students to live in a rapidly changing world? How can we provide students with marketable skills and at the same time propose the continuing values of liberal education? How can the specific interests of the individual be balanced by the larger concerns of humanity?

Reaffirming Monmouth's commitment to the best traditions of American collegiate education, the curriculum adopted by the faculty in 1981 comprises four elements: the freshman seminar, the required components in general education, the student's major program, and elective courses. While each of these elements has its specific purpose, together they create a four-year framework for liberal education. The required elements provide a structure to guide students toward the essential goals of liberal education. At the same time, other elements permit students to make advised choices among appropriate alternatives.

The curriculum sets up creative interchanges between general requirements and specific interests, as well as between the largest commitments of the College and the particular emphases of individual courses. The liberalizing processes are realized through these exchanges over the four years of study. The general education sequence provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. On the other hand, work in a single area of interest permits a student to develop special skills and to use the methodology of the discipline for inquiry in depth; it teaches students to handle the detailed information of specialized study and to apply understanding to their specific purposes.

•THE FRESHMAN SEMINAR. The seminar, taken by all freshmen in their first semester, addresses the purposes of liberal and collegiate education. It helps freshmen to integrate themselves into the life of the College and to develop those skills essential to college work: critically reading a text, writing papers, using the library, thinking analytically, and communicating ideas orally. As a foundation course for the general education program, the seminar raises basic questions about human beings and their achievements, values, and purposes—questions the student will encounter again and again, in one form or another, both in the College and outside it.

Students meet three times a week with a faculty seminar leader, and all seminar groups meet together on Tuesday at 11 A.M. for a colloquium, lecture, or other presentation. Students earn four semester hours of credit for the seminar.

•DEPARTMENTAL MAJOR. To bring coherence to their course work, students eventually organize their academic program about their special interest, the major study. Sometimes the major is directly linked to the career the student intends to follow, but often it is not. A major program is a comprehensive examination of a particular discipline or topic, a rigorous study in depth that leads the student to understand what is necessary to claim knowledge of or competence in a subject.

Students may take a major program in a single discipline, fulfilling the requirements set by the department. The departmental major provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project.

Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required. No more than 40 semester hours may be required in a discipline. Students may take additional courses in the department as electives, but they may count no more than 50 semester hours in a single department toward the 124 semester hours required for the degree. (The Curriculum Committee can recommend exceptions to the faculty.)

•TOPICAL MAJOR. The topical major provides a unique opportunity for the student who wants to pursue in depth an interest area that bridges the subject area of several departments. The student's advisor plays an important role in helping to plan a topical major. The topical major consists of at least 36 semester hours, 18 of them at the 300 or 400 level. One of these courses must be designated as the culminating experience. The Admissions and Academic Status Committee must approve the proposed courses and formally appoint the advisor who will guide the student. Requests for approval must be filed at least one year before the student's graduation.

•FREE ELECTIVES. The Monmouth curriculum provides students with 10 to 14 elective courses, depending upon the scope of their major program. Electives provide opportunities for enrichment and experimentation. A student may choose to take additional courses in the major department (up to the limit of 50 semester hours), to develop a minor, or to enhance the work of the general education program.

•GENERAL EDUCATION COMPONENTS. The titles of the components of the general education program direct students' attention toward the lasting concerns of educated men and women, interests that go beyond the college years and academic institutions. General education is more than a simple call for breadth

or for diversifying in many academic departments. It is a purposeful inquiry into those activities, forms, and institutions that define civilization and those experiences that define our shared humanity. General education is intended to help students look beyond individual courses and disciplines to those topics that should interest them for a lifetime.

The Monmouth curriculum identifies the largest elements of the College's academic interests as the five components of the general education program. Each component intentionally crosses the traditional lines of the academic divisions, arguing implicitly that these concerns cannot be contained within the disciplines. Each proposes that a synthesis of the disciplines is necessary if knowledge is to serve the largest human interests.

The general education program, which accounts for 37 of the 124 semester hours required for graduation, is organized so that the student is enrolled in at least one component each year. The components called *Language* and *Issues and Ideas* are required respectively in the freshman and senior years. The other three components may be distributed to suit the student's schedule, provided that other conditions are met.

Language. The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms. Our native language admits us to the experience of all who use and have used it. It is the medium that bears the largest part of our cultural heritage from one generation to another. A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

At its deepest levels, language communicates in metaphorical terms, conveying feelings and intuitions that cannot be expressed in direct, literal language. Beyond examining the oral and written uses of language as explicit forms of communication, then, the study of language also entails considering the symbolic uses of words to express more than literal meanings, to create particular effects, or to influence the reader or listener in certain ways.

This component provides that every student have experience with a second language. The study of a foreign language allows students to see that their native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

No element of this component is considered complete in itself. Even together they are only an introduction to what must be a continuing activity for all students: the effort to attain a more sophisticated understanding of language and ever greater skill in its use. For it is language which nearly completely defines our intellectual world and our common human experience.

The requirements in this component are (a) one course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year; (b) one course, Composition and Literature (English 110), that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year; and (c) competence in a foreign language at the level of the 102 course. The classics and modern foreign

languages departments place or exempt students on the basis of competence demonstrated in prior study and/or a test administered during new student orientation. International students whose native language is other than English meet the foreign language requirements by demonstrating their competency in English, which is for them a foreign language.

The Physical Universe and Its Life Forms. Human beings are part of nature even while they transcend it by examining and describing it and by imagining very different worlds. Any statement about human beings that ignores their relationship to the rest of nature is incomplete and misleading. The natural world is usually dealt with as though it could be divided into two parts: the physical universe and living things. That division, convenient but arbitrary, is useful because the differences between the two seem obvious. Yet living things are an integral part of the physical universe, made of the same stuff and obedient to the same laws. Humankind shares with all other living things the limitations imposed by natural laws, but human beings, having learned how to manipulate nature, have responsibilities not shared by other life forms.

In this component, students become sufficiently acquainted with the workings of the biological and physical worlds to understand the place of human beings in nature and their dependence on both the physical universe and the rest of the living world. They see the fragility of planet Earth and the living things upon it, and they perceive their responsibility to preserve and conserve these two worlds. Students also gain a working knowledge of the philosophy and methods of scientists as well as an appreciation of the limits of science and its mechanistic view of the natural world.

The requirements in this component are two courses, preferably taken before the end of the junior year: (a) one course with laboratory in chemistry or physics; and (b) one unit course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Works of art—achievements of the creative imagination in literature, music, art, and theater—are among the supreme accomplishments of the human spirit. Other components of the general education program emphasize human beings in the group; here the central interest is the creations of individuals. Yet that interest is tempered by the recognition that great works of art seem to evoke a universal response.

Human beings have found in the arts ways to comprehend their world and to celebrate their creativity, to shape and give order to their experience of life, to express their most private feelings, and to affirm their sense of a universal human community. The arts transmit the wealth of the past to contemporary civilization and give promise of transmitting to the future the best of the present.

To value the arts fully, students should learn their appreciation and participate in their creation. In this component the study of great examples of a particular art form is balanced by creative work: writing, painting, composing, playing, or making.

The requirements in this component are five semester hours, preferably taken before the end of the junior year: (a) one course emphasizing appreciation; and (b) two semester hours emphasizing participation in the creative process.

Human Societies. Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our immediate contact with others (our family

and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing that we call culture. Society shapes us in ways we may not suspect. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the influences of our own society, so to function effectively in an age of cultural pluralism we need to study societies different from our own. The comparative study of societies helps us look critically upon assumptions we might otherwise never challenge and it enhances our appreciation of our own culture.

The requirements of this sequence are Interdisciplinary Studies 201, a sophomore-level course in comparative societies, followed by one course within a discipline focusing on a particular society or institution.

Students may be exempted from this latter course for an off-campus program.

Issues and Ideas. The final requirement in the general education program consists of courses which address issues and ideas that any responsible citizen must confront. These are courses which draw upon the maturity and intellectual flexibility of students in their senior year. They engage the student with problems and ideas that directly address the conditions and well-being of life.

These courses include, but are not limited to, issues and ideas such as the continuing presence of wars; what we understand a just society to be; the question of personal identity and the self; or responsible relationships with the natural world.

These courses incorporate the perspectives of various viewpoints since they deal with questions that transcend immediate professional and intellectual vantages. They elicit a recognition of and a critical response to shared and continuing human concerns.

Students are expected to complete one course in their senior year.

■Requirements for the Degree.

In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns at least 124 semester hours of credit. An average of C (2.00) or higher must be obtained in course work taken at Monmouth College. The senior year residency requirement stipulates that after attaining senior status (90 semester hours), at least 27 semester hours of the remaining credits required for the degree must be granted by the College.

2. Completion of the freshman seminar with a passing grade.

3. Completion of a major program with at least a C- grade in courses counted toward the major and an overall C average (2.0) in those courses. Although minors are not required, in order to receive one the grade point average of courses in the minor program must be at least a 2.0 with no grades below C-.

4. Completion of the five components of the general education program: *Language, The Physical Universe and Its Life Forms, Beauty and Meaning in Works of Art, Human Societies,* and *Issues and Ideas.*

5. Payment of all current financial obligations to the College.

■Minors.

Although minors are not required, in order to receive one a student must achieve a grade point average in the minor program of at least a 2.0 with no grades below C-.

■Application for Degree.

Candidates for the Bachelor of Arts degree must make formal application to the registrar one year in advance of their expected graduation.

■General Education Courses.

Courses that satisfy the requirements of the general education program are designated by the faculty. In addition to the courses listed, some courses that vary in content satisfy requirements when particular topics are offered. Such courses are listed in semester course schedules.

• *LANGUAGE.*

(a) One course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year: Communication and Theater Arts 101. Fundamentals of Communication.

(b) One course that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year: English 110. Composition and Literature.

(c) Competence in a foreign language at the level of the 102 course, in the freshman or sophomore year:

French 101-102. Elementary.
German 101-102. Elementary.
Greek 101-102. Elementary.
or Greek 101-212. Elementary-Biblical.
Latin 101-102. Elementary.
Spanish 101-102. Elementary.

• *THE PHYSICAL UNIVERSE AND ITS LIFE FORMS.* Two courses taken before the end of the junior year:

(a) One course with laboratory in chemistry or physics:

Chemistry 100. Chemistry: A Cultural Approach
Chemistry 130. Organic Chemistry I. (Satisfies requirement of students in a program in health careers and for students who complete the chemistry sequence through Chemistry 220.)
Physics 103. Astronomy.
Physics 130. Introduction to Physics I.
Physics 132. Introduction to Physics II.

(b) One course with laboratory in biology or psychology:

Biology 101. Life on Earth.
Biology 111. General Zoology. (Satisfies requirement for biology, environmental science and health career majors only.)
Biology 112. General Botany. (Satisfies requirement for biology, and environmental science majors only.)
Biology 201. Field Botany.
Psychology 101. Introduction to Psychology.

• *BEAUTY AND MEANING IN WORKS OF ART.* Five semester hours taken before the end of the junior year:

(a) One course emphasizing appreciation and interpretation:

Art 200. Introduction to the History of Art: Prehistoric Through Medieval.
Art 201. Art History Survey: Renaissance Through Modern.
Art 306. Women, Art, and Feminism.
Classics 210. Ancient Literature.
Classics 230. Classical Mythology.
Communication and Theater Arts 171. Introduction to Theater and Cinema Appreciation.

Communication and Theater Arts 273. The Classical Theater.
Communication and Theater Arts 275. The Modern Theater.
English 240. Russian Literature of the 19th Century.
History 206. The Enlightenment.
History 207. Modernism.
History 208. 19th Century Arts and Letters.
History 209. Soviet Cultural History.
Music 101. Introduction to Music.
Music 203. Evolution of Jazz.
Philosophy 315. Aesthetics.

(b) Two semester hours emphasizing participation in the creative process:

Art 121. Drawing I.
Art 123. Sculpture I.
Art 125. Ceramics I: Hand-built Clay.
Art 126. Ceramics I: Wheel-thrown Clay.
Art 142. Painting I.
Art 211. Design.
Art 236. Photography.
Communication and Theater Arts 127. Theater Arts: Workshops
Communication and Theater Arts 173. Introduction to Technical Theater.
Communication and Theater Arts 175. Beginning Acting.
English 210. Creative Writing.
Music 131. Jazz Band.
Music 134. Chamber Choir.
Music 145/146. Piano.
Music 151/152. Voice.
Music 155/156. Strings: Cello.
Music 161/162. Woodwinds.
Music 165/166. Brass.
Music 171/172. Percussion.
Music 181. Chorale.
Music 182. Instrumental Chamber Music.
Music 184. Concert Choir.
Music 185. Wind Ensemble.
Music 186. Pipes and Drums.

•*HUMAN SOCIETIES.* Two courses at the sophomore or junior level taken before the end of the junior year:

(a) One course in comparative societies: Interdisciplinary Studies 201. Comparative Societies, taken during the sophomore year.

(b) One course focusing on a particular society or institution:

Business Administration 110. Evolution of Commercial Institutions.
Business Administration 111, 112, 113, 114, 115: Industry Analysis.
Communication and Theater Arts 261. Mass Media and Modern Society.
Classics 211. History of Greece.
Classics 212. History of Rome.
Classics 240. Ancient Society.
Economics 120. Contemporary Economic Problems.
Economics 200. Principles of Economics.
Economics 351. Comparative Economic Systems.
Political Science 103. American Politics. (Satisfies requirement for Teacher Certification candidates only.)
Political Science 202. Modern Japan.
Political Science 245. The Politics of Developing Nations.
Political Science 270. Global Affairs.
History 110. American History 1492-1750. (Satisfies requirement for Teacher Certification candidates only.)
History 111. United States History 1750-1900. (Satisfies requirement for Teacher Certification candidates only.)
History 112. United States History 1900-Present. (Satisfies require-

ment for Teacher Certification candidates only.)
History 202. Modern Japan.
History 211. History of Greece.
History 212. History of Rome.
History 222. Medieval History.
History 240. Ancient Society.
History 302. History of the Middle East.
History 303. History of India and South Asia.
History 304. History of Sub-Sahara Africa.
History 305. History of Mexico.
Philosophy 207. Ethics: Philosophical and Religious.
Philosophy 300. Philosophy and Religions of Asia.
Philosophy 307. Modern and Contemporary Philosophy.
Philosophy 309. Classical and Medieval Philosophy.
Psychology 340. Personality.
Religious Studies 101. Introduction to the Old Testament.
Religious Studies 103. Friends, Neighbors, Lovers, and Enemies.
Religious Studies 200. Topics in the History of Christian Thought.
Religious Studies 207. Ethics: Philosophical and Religious.
Religious Studies 210. Judaism and Islam.
Religious Studies 244. The Politics of Islam.
Religious Studies 300. Philosophy and Religions of Asia.
Sociology 327. Sociology of Medicine.
Sociology 347. Gender, Race and Ethnicity

• *ISSUES AND IDEAS.* One course taken in the senior year:
ISSI 402. Classical Mythology and Religion.
ISSI 408. Personal Identity.
ISSI 410. Environmental Ethics.
ISSI 413. Suffering, Evil and Hope.
ISSI 414. Economy, Community and Ethics.
ISSI 426. Feminist Approaches to Literature and Society.
ISSI 434. War and Peace.
ISSI 435. Political Philosophy from Plato to the Present.
ISSI 436. Poetics of the Self.
ISSI 437. The New Individual.
ISSI 444. The Politics of Islam.
ISSI 468. The Arts in Society.
ISSI 470. Biotechnology and Human Values
ISSI 472. Fiction and Industrial Society.
ISSI 477. Energy Resources.
ISSI 479. Cosmology and Creation.
ISSI 480. Evolution of Human Behavior
ISSI 485. Ethics in an Information Society

ACADEMIC POLICIES

■Advanced Standing

Monmouth College recognizes both the Advanced Placement Program (APP) and the International Baccalaureate Program (IBP).

APP credit is granted for examinations receiving a score of 3 or better in disciplines offered by the college.

IBP credit is granted in the following manner. Five semester hours is granted for each of the three IBP Higher Level Examinations passed with a score of 4 or better. Fifteen additional hours of credit will be granted to students who possess the IBP Diploma and who have passed the three subsidiary examinations with scores of at

least 4 on each of the examinations.

In both cases the assignment of credit toward Monmouth College general education requirements will be made on an individual basis by the registrar in consultation with the appropriate academic departments.

In addition, placement without credit may be granted on the basis of a test administered by a department.

■Credit by Examination

A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C- level shall be the minimum acceptable; however, the individual departments may set higher standards. A student may not earn credit by examination for any course for which credit has already been earned. A maximum of five semester credits can be earned through credit by examination.

Prior to taking such an examination, a student must secure the written approval of the advisor, the chair of the department, the instructor who will administer the examination, and the Vice President for Academic Affairs. The student shall be advised of the score of the examination and whether the department requires minimum performance of a higher level than C-.

The fee is one-half the charge assessed per semester credit.

■Enrollment in an Overload.

A student may register for an overload of 19 or 20 semester hours upon approval of the advisor. A student in the first semester of residence or on probation must also have the approval of the Admissions and Academic Status Committee of the faculty.

A student wishing to register for more than 20 semester hours must have the approval of the Admissions and Academic Status Committee. Enrollment over 18 semester hours is charged as extra tuition at the per-semester hour rate.

■Class Attendance.

Monmouth College expects students to attend class and holds them responsible for all work assigned in a course. Faculty members set their own specific attendance policies which are described in their syllabi.

When, in the instructor's judgment, a student has excessive absences, he/she may place the student on a "No-Cut" status and require that all further absences be explained or excused. The instructor will notify the student's academic advisor and the Vice President for Academic Affairs that the student has been placed on "No-Cut." Students who continue to miss classes after being placed on this status may be dismissed from the course with an F.

A student will be dropped from a course if he/she misses the first two class meetings, the course has a limited enrollment, and the instructor requests that the student be withdrawn. The student will not be dropped if he/she previously indicates to the registrar that the place be held and the reason given represents a valid necessity.

■Registration.

Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. Details of the registration process are sent to students in a timely fashion by the registrar's office. (New students select

courses during the summer registration period.) Courses are selected in consultation with the student's faculty advisor. All changes in registration require the written permission of the course instructors involved and the student's advisor. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. A course cannot be dropped after the ninth week without the permission of the Vice President for Academic Affairs.

■The Grading System

The grading system at Monmouth uses these symbols: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Other symbols used in appropriate circumstances are W (Withdrawn Passing), WF (Withdrawn Failing), I (Incomplete), IP (In Progress), CR (Credit), NC (No Credit), AU (Audited course), and NAU (Audited course not fulfilled).

•THE W (WITHDRAWN PASSING) is used when a student withdraws from a course before the end of the ninth week. To withdraw from a course after the first week, a student must have the consent of the instructor of the course and the advisor. A student cannot withdraw from a course after the ninth week of classes except for illness or other circumstances beyond his or her control. The approval of the Vice President for Academic Affairs is necessary. If the student is permitted to withdraw after the ninth week, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

•THE I (INCOMPLETE) may be given when a situation arises that is beyond the student's control and which precludes completion of required work or if the instructor needs further time for evaluation.

For an incomplete grade received during the fall semester or summer session, the student will ordinarily complete the work by the end of the second week of the following semester. For an incomplete grade received during the spring semester, the student will ordinarily have a period of three weeks, commencing immediately after the last College examination day, to complete the required work.

If the work is not completed at the end of the designated time, the registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

It is generally the responsibility of the student to take the initiative in requesting the incomplete grade and making arrangements with the instructor for its removal.

•THE IP (IN PROGRESS) is appropriate for those courses in which the work may not normally be completed in one semester (seminar, individualized study, research, etc.). However, it is expected that the work will be completed in the subsequent semester.

If, at the end of the semester subsequent to the one in which the work began, the course requirements are not completed, the registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

•CR (CREDIT) and NC (NO CREDIT)) are the marks recorded for courses in which traditional grades (A, B, and so forth) are not awarded. Such courses are noted in the catalog.

■Grade-Point Average.

For the purpose of computing a student's average, A = 4, A- = 3.667, B+ = 3.333, B = 3, B- = 2.667, C+ = 2.333, C = 2, C- = 1.667, D+ = 1.333, D = 1, D- = 0.667, and F = 0. The average is determined by dividing the number of points earned during the semester by the number of graded credits carried. The cumulative grade-point average is the total of all grade points earned divided by the total number

of graded credits taken. Courses transferred from other institutions are not included in the grade-point average. Only courses for which final letter grades have been recorded are included in the grade-point average.

Courses taken after graduation are not included in the cumulative grade point average.

■Repeating a Course.

Repeating a course eliminates the grade and credit previously earned and substitutes for it the current grade and credit earned in the calculation of the grade-point average. Both the earlier grade and the later grade continue to be shown on the transcript. Repeating a course may or may not improve a student's academic situation and could have financial aid implications. A student considering repeating a course should consult an advisor, the Registrar, and Director of Financial Aid.

■Appeals and Petitions.

A student has the right of appeal regarding any academic regulation. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Vice President for Academic Affairs, who may act or send the petition to the Admissions and Academic Affairs Committee of the faculty for its consideration and advice. A separate grievance procedure applies on matters related to teacher education and certification issues and the procedure in such situations is governed by the statement of Teacher Education Program Procedures.

■Academic Honors.

•COLLEGE HONORS AT GRADUATION. College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated cum laude, with 3.75 or higher magna cum laude, and with 3.90 or higher summa cum laude.

•HONOR SCHOLARS. Students who successfully complete the Honors Program will be recognized at Commencement; this status will also be noted on transcripts.

•DEPARTMENTAL HONORS. Departmental Honors at graduation are based on superior performance in the culminating experience of the major department, provided that the student has a grade-point average of 3.50 or higher in courses taken toward the major in that department. The department may establish additional requirements.

•ELIGIBILITY FOR DEAN'S LIST. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.67 or higher are named to the Dean's List.

•ELIGIBILITY FOR HONOR ROLL. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.50 or higher are named to the Honor Roll.

■Academic Status.

•CLASSIFICATION. A full-time student is any student officially enrolled for 12 or more credits per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 12 but not fewer than six credits per semester. A student who is less than half-time is one officially enrolled for fewer than six credits per semester. Official enrollment is defined as the credits for which a student is registered at the end of the period for adding a course.

All students are classified at the beginning of each semester on the number of

ACADEMIC PROGRESS REQUIREMENTS

		SATISFACTORY				UNSATISFACTORY		
		Expected		Acceptable		Probation		Dismissal****
Semester In Attendance	Cumulative Registered Hours*	Cumulative Earned Hours**	Min. Req. Cumulative GPA	Cumulative Earned Hours**	Min. Req. Cumulative GPA	Cumulative Earned Hours**	Min. Req. Cumulative GPA	Cumulative GPA
1	15	15	2.0	12	1.6	<12	<1.60	<0.8
2	31	31	2.0	24	1.8	<24	<1.8	<1.4
3	46	46	2.0	36	1.9	<36	<1.9	<1.6
4	62***	62	2.0	48	2.0	<48	<2.0	<1.7
5	77	77	2.0	60	2.0	<60	NA	<2.0
6	93	93	2.0	72	2.0	<72	NA	<2.0
7	108	108	2.0	85	2.0	<85	NA	<2.0
8	124	124	2.0	98	2.0	<98	NA	<2.0
9				111	2.0	<111	NA	<2.0
10				124	2.0	<124	NA	<2.0

* Registered hours include all transfer credits and all hours for which a student was officially enrolled (excluding audit classes) at the end of the period for adding a course.

** Earned hours include all transfer credits and all hours a student has successfully completed at Monmouth College.

*** After reaching a combined sum of 60 "registered semester hours," a student will immediately lose eligibility for all Federal, State and Monmouth College financial assistance if the student's cumulative GPA falls below 2.00.

**** Dismissal may also result from insufficient cumulative semester hours earned. Please refer to the text.

credits earned: freshman, fewer than 28 credits; sophomore, 28 but fewer than 59 credits; junior, 59 but fewer than 90 credits; and senior, 90 or more credits.

■Academic Progress and Standing

The typical full-time, degree-seeking student earns 14-17 hours each semester. By earning 31 semester hours each year a student will normally have earned the 124 semester hours needed to graduate within four years. A student must continue to progress and earn hours toward the degree in order to maintain acceptable academic standing. When a student falls below the acceptable standard, probation or dismissal occurs.

The table at the top of page 24 sets forth the college's expectations for acceptable academic progress and standing. It also outlines the college's probation and dismissal guidelines when a student falls below acceptable academic progress and standing.

■Transfer Policies

•TRANSFERS FROM OTHER INSTITUTIONS. Students who wish to transfer to Monmouth College must submit all previous college transcripts and should meet with the transfer coordinator to discuss the application process. The Registrar will complete a transcript analysis to determine the academic status of the transfer student. Any course taken at another accredited institution is transferred provided that a grade of C- or higher was earned and that the course is acceptable at Monmouth College. Grades of transferred courses are not included in calculating grade-point averages. No student will be allowed to exceed 62 total transfer credits.

The vice president for admission admits qualified transfer students who seek to matriculate at Monmouth College. (See Admission Section of Catalog). Any course taken at another accredited institution is transferred provided that a grade of C- or higher was earned and that the course is acceptable at Monmouth College. Prior to

paying the enrollment deposit and registering for classes, transfer students, with assistance from the transfer coordinator, should meet with a professor in the department in which they wish to major. During this visit, the faculty member will identify which transfer courses count toward the major and determine the number of remaining courses required in the major. Finally, working together, the student and faculty member will design the graduation plan. This visit is essential in that it provides transfer students an opportunity to find out more about their fields of study and to estimate the projected time it will take to complete a degree at Monmouth College.

•TRANSFER OF CREDIT FOR CURRENT STUDENTS. For students enrolled at Monmouth College, the written approval of the registrar and the advisor is required in advance if courses are to be taken at another institution for transfer credit. A grade of C- or better must be earned. No more than 31 transfer credits will be allowed after matriculation (However, see "senior year residency requirement" under "Requirements for the Degree."). No student will be allowed to exceed 62 total transfer credits. The transfer of credits is not complete until the Registrar receives an official transcript from the institution at which the work was taken. Work that is being transferred is not considered in determining a student's academic status until the transcript is received.

•ASSOCIATE DEGREE TRANSFERS. The registrar determines which transferred courses satisfy the degree requirements of Monmouth College. A community college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree may be admitted with junior standing (that is, with a maximum of 62 semester hours of transfer credit).

■Academic Probation and Dismissal

Academic probation is a serious warning status. Monmouth College alerts students with a pattern of low grades or slow accumulation of hours that their performance, if continued, will not qualify them to continue at Monmouth College. A student placed on academic probation will be required to consult with a faculty advisor and to draw up a plan detailing steps toward recovery of acceptable academic status. In addition, students on probation may be restricted by the Admissions and Academic Status Committee from participation in extracurricular activities for the term of the academic probation.

A student may be placed on probation for a maximum of two consecutive semesters. In the first semester of academic probation the student must attain a semester GPA of at least 2.00 and must earn at least 12 semester hours of credit to demonstrate acceptable progress toward academic acceptable standing. Failure to meet these requirements will result in dismissal at the end of the first semester of academic probation. By the end of the second consecutive semester on academic probation, the student's cumulative GPA and number of credits earned must comply with the minimum standards for academic acceptable standing set forth in the preceding tables. Failure to meet these requirements will result in dismissal at the end of the second semester of academic probation.

A student who has completed five or more semesters must constantly maintain a cumulative GPA of 2.00 or greater. Failure to maintain a cumulative GPA of 2.00 or greater after having completed five or more semesters will result in immediate dismissal. No probationary period will be granted.

■Non-Degree Seeking Students.

Non-degree seeking students need not complete course work as shown in the above referenced table but must maintain the cumulative grade point average of 1.60 prior to the completion of their first 24 credits, 1.80 after 24 credits but prior to completion of their first 48 credits, and 2.00 thereafter.

■Appeal Process.

A student has the right of appeal when notified of academic dismissal. A written appeal must be submitted to the Vice President for Academic Affairs within five days of receipt of notification. Appeals will normally be heard by the Admissions and Academic Status Committee, which will make its recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will render a final decision and the student will be notified of the decision prior to the beginning of the following semester. Students should be aware that academic dismissal and loss of financial aid eligibility are two separate issues. Appeals must be made separately to the appropriate offices. For more information on Financial Aid Eligibility Appeals see the section entitled Financial Aid: Satisfactory Progress Policy.

The College may at any time dismiss a student when it is evident that the student is not serious in seeking an education at the College or when the student's academic performance or other behavior has become disruptive to the academic mission of the College.

The College seeks by these procedures to demonstrate its concern for the individual student as well as for a campus atmosphere conducive to serious academic effort. While wishing to help students recover from disappointing academic performance, the College will not encourage a student to stay who seems unlikely to benefit by remaining on campus.

Academic probation and dismissal are noted on the academic transcript.

■Financial Aid: Satisfactory Progress Policy.

Satisfactory academic standing is required in order for a student to maintain eligibility for financial assistance. At the end of each semester, after final grades have been issued, the Director of Financial Aid will verify the academic standing of each student.

Students who qualify to enroll at Monmouth College and who have registered for a combined sum of fewer than 60 semester hours remain eligible for financial assistance at Monmouth College. "Registered Semester Hours" include all transfer hours and all hours for which a student has officially enrolled (excluding audit classes) at Monmouth College. Official enrollment is defined as the hours for which a student is registered at the end of the period for adding a course. After reaching a combined sum of 60 "registered semester hours," a student will lose eligibility for all Federal, State, and Monmouth College financial assistance immediately if the student's cumulative GPA falls below 2.00. No advance warnings of pending loss of financial assistance can be given.

In any semester where a student has lost eligibility of financial assistance, the student may appeal to the Director of Financial Aid for the reinstatement of eligibility if the student can show that their cumulative GPA fell to less than 2.00 during the semester as the result of 1) the death of an immediate relative of the student, 2) a severe injury to the student, or 3) a severe illness of the student.

If an appeal is granted and the financial aid eligibility is restored, the student will

be placed on financial aid probation and will be eligible to receive financial assistance for one semester. If, at the end of the semester on financial aid probation, a student does not establish a cumulative GPA of 2.00 or greater, no further aid eligibility can be allowed.

■Academic Expulsion.

Academic expulsion may be imposed if a student's performance following readmission after academic dismissal continues to fall below College standards. Such expulsion is a permanent separation of the student from the College and is noted on the transcript.

■Disciplinary Dismissal and Expulsion.

A student dismissed for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to dismissal. Dismissal for disciplinary reasons shall be for not less than the remainder of the academic semester in which the action was taken and not more than one academic year. Students may apply for readmission upon the completion of the semester of dismissal.

A student who is expelled for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to expulsion. Students expelled for disciplinary reasons may not enroll at the College again.

Disciplinary dismissal and expulsion shall be recorded on the academic record. When dismissed or expelled from the College, a student may not be eligible for a refund.

■Academic Dishonesty.

Academic dishonesty may result not only in failure in the course, but in dismissal or expulsion from the College. Incidents of academic dishonesty will be reported to the Vice President for Academic Affairs.

■Auditing a Course.

To encourage students to broaden their educational experience as much as possible, Monmouth College offers students the opportunity to audit courses. Auditing means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams. While the student receives no academic credit, if attendance has been satisfactory, AU will be recorded on the student's permanent transcript.

Full-time students may audit courses without charge, if there is space available at the conclusion of the enrollment period. Part-time students will be charged an audit fee.

Students may change the audit credit to academic credit during the first week of classes; academic credit may be changed to audit credit prior to the last six weeks of the semester and such a change is reflected on the transcript. Students may later repeat an audited course for academic credit.

■Course Syllabi.

Each instructor provides a syllabus (or assignment sheet) for each course so that students may better understand the course goals and their responsibilities in reaching these goals. This syllabus is given to the students at the first meeting of the class. This syllabus should include:

1. topics proposed to be covered in the course,

2. the approximate time when specific materials are proposed to be covered, examinations taken, and papers or projects completed,

3. the basis on which grades are determined and other relevant information regarding the course,

4. the means by which any major change in the syllabus would be announced.

■Final Examinations.

The final examination period is considered to be a regular part of the academic semester. It is expected that instructors will administer final examinations in all regularly scheduled courses with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the semester.

■Convocations.

The academic program of the College is supported by a weekly convocation program. Six to 10 times a semester, at 11 a.m. on Tuesday, all other academic activities, including classes, are suspended and faculty, students, and other members of the College community gather in the Auditorium to hear an address by a guest speaker. The first convocation in the fall semester is a Matriculation Ceremony initiating freshmen into the College. Every April there is an Honors Convocation to recognize students for outstanding academic achievements.

■The Family Educational Rights and Privacy Act.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records.

2. The right to request the amendment of the students education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3. The right to withhold disclosure of Directory Information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.

4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Monmouth College to comply with the requirements of FERPA.

5. The right to obtain a copy of Monmouth College's FERPA Policy Statement which is on file in the Office of the Registrar.

Courses Of Instruction

ACCOUNTING

Frank Gersich, Associate Professor, Chair
Don Capener, Assistant Professor
Karen Cates, Lecturer
Craig Cavanaugh, Lecturer
Michael L. Connell, Associate Professor
Richard Johnston, Associate Professor
J. Rodney Lemon, Professor
Kenneth McMillan, Assistant Professor
Judy Peterson, Assistant Professor
Margaret Prentice, Lecturer

The department of accounting provides a rigorous course of study in the accounting discipline. The goal of the program is to leverage the liberal arts environment of the college and develop skilled problem-solvers with a solid foundation in accounting. The program provides opportunities for students to develop their: 1) critical thinking skills, 2) communication skills, 3) ability to utilize quantitative and qualitative information for decision-making, 4) ability to make value judgments, and 5) learning to learn skills, while providing the theoretical accounting foundation necessary for success in future endeavors. Those future endeavors may include, but are not limited to, graduate study; sitting for a professional examination (e.g., CPA, CMA, CIA); or employment with a large corporation, CPA firm, or public entity.

The required program of study provides a broad program of study and emphasizes understanding the "big" picture instead of mastering a myriad of technical detail without understanding the context for those details. Accounting knowledge and measurements are developed in an environment which is continuously evolving in response to political, social, and economic factors. In our courses we explore the historic reasons for current practices, evaluate alternative measurement models, and discuss ethical values affecting the accounting profession.

■**Accounting Major.** The following courses are required for a major in accounting:

Accounting 213, 214, 304, 353, 354, 363, 383, and 403;

Business Administration 110, 211, 212, 305 or 307, 306, and 322;

Economics 200; and

Mathematics 106.

■**Accounting Minor.** The following courses are required for a minor in accounting:

Accounting 213, 214, 304, 353;
Business Administration 322;
Economics 200; and

One course from the following:
Accounting 354, 363, 374, or 383.

Students who anticipate meeting the 150-semester hour requirement for sitting for the Certified Public Accounting exam through graduate study should consult with a departmental advisor. This is important as Monmouth College has

articulation agreements concerning graduate study with several colleges and universities which have differing requirements – proper planning will allow the student to meet graduation requirements and articulation requirements within the normal 4 years of study at the college.

ACCT 213. Financial Accounting. Introduction to financial accounting; the communication of relevant information to external parties. Includes the development of the accounting model, internal control, measurement processes, data classification and terminology, and the interpretation and use of financial statements. Prerequisite: INTR 101 {Freshman Seminar}. (Three credits.)

ACCT 214. Managerial Accounting. Introduction to managerial accounting. Includes the fundamentals of cost-volume-profit analysis, product costing, management reporting, and information for decision-making. Also introduces budgets and alternative models for manufacturing operation. Prerequisite: C- or better in ACCT 213 and BUSI 211. (Three credits.)

Acct 250. Special Topics in Accounting. Different offerings will be accepted for credit. (One to three credits).

ACCT 304. Advanced Managerial Accounting. A study of the accounting concepts and quantitative methods used to develop, analyze, and interpret accounting information for management decision-making. Prerequisite: ACCT 214. (Three credits.)

ACCT 353. Intermediate Accounting I. An in-depth analysis of the financial accounting process focusing on underlying theory, the primary financial statements, and current and fixed asset accounts. Prerequisite: ACCT 213. (Four credits.)

ACCT 354. Intermediate Accounting II. Continued in-depth analysis of the financial accounting process focusing on the investments, liabilities, shareholder equity accounts, and specialized topical areas such as pensions, leases, deferred income taxes, and earnings per share. Prerequisite: a grade of C- or better in ACCT 353. (Three credits.)

ACCT 363. Tax Accounting. Introduction to federal tax code provisions that affect individuals, partnerships, corporations, and trusts and reasons behind these laws. Prerequisite: ACCT 214. (Three credits.)

ACCT 373. Advanced Accounting. Study of accounting principles and procedures related to special entities: multicorporate entities, governmental units, and foreign transactions. Emphasis is on business combinations. Prerequisite: ACCT 354. (Three credits.)

ACCT 374. Auditing. Examination of the standards, objectives, and procedures involved in the review of financial statements by independent auditors. Included is a discussion of the audit environment, risk analysis, and audit opinion. Prerequisites: ACCT 353 and 383. (Three credits.)

ACCT 383. Accounting Information Systems. Study of the fundamentals of business systems designed to collect ad report information about an entity's operations. The importance of internal controls is emphasized along with the need to develop systems to meet managers' needs. Prerequisite: ACCT 214. (Cross-listed as BUSI 383.) (Three credits.)

ACCT 400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Prerequisite: ACCT 353. Permission of instructor required. (Three credits.)

ACCT 403. Contemporary Accounting Issues. The capstone course. Discussion of standard-setting issues and the professional environment. Prerequisites: Senior standing and major in accounting. (Three credits.)

ACCT 420. Independent Study. May be repeated for credit. (One to three credits.)

ACCT 463. Service Learning in Individual Tax Accounting. Students will serve the individual tax preparation, e-filing, and tax education needs of the campus and wider Monmouth community. Prerequisite: ACCT 363. May be repeated for credit. (One credit)

Honors Program. By invitation and application, students prior to the Spring semester of their Junior year are selected for an honors program of participation, research, and presentation on contemporary accounting, management and economic policy issues. This program involves a sequence of one-credit courses offered each of the student's last three semesters at Monmouth.

ACCT 410. Honors I. Participation in a joint student/faculty discussion of contemporary accounting, management or economic policy issues using political economy methodology and analysis. Spring semester of junior year. Permission of instructor required. (Cross-listed as BUSI 410.) (One credit.)

ACCT 411. Honors II. Research on contemporary accounting, management or economic policy issues using political economy methodology and analysis. Fall semester of senior year. (Cross-listed as BUSI 411.) (One credit.)

ACCT 412. Honors III. Leadership and presentation in joint student/faculty discussion of contemporary accounting, management or economic policy issues using political economy methodology and analysis. Spring semester of senior year. (Cross-listed as BUSI 412.) (One credit.)

ART

Cheryl L. Meeker, Associate Professor, Chair
Marjorie Blackwell, Assistant Professor
Nathan Cox, Lecturer
Stacy Lotz, Assistant Professor
Carla Markwart, Lecturer
Jeff McSweeney, Lecturer
Mary Phillips, Curator of College Collections

■**Art Major.** The major in Art requires at least 39 semester hours in the department, including ARTD 101; 121; six semester hours from ARTD 123, 125, 126, 142; 200; 201; 211; six semester hours from ARTD 236, 240, 241, 242, 244, 345 (240, 241, 242, and 244 may be repeated for credit once and only one of these courses may be repeated); 302; six semester hours from ARTD 306, 320, 361, or 420; and 450.

■**Art Minor.** A minor in Art requires at least 24 semester hours in the department, including ARTD 101; 211; six semester hours from ARTD 121, 123, 125, 126, 142; three semester hours from ARTD 200, 201, or 302; six semester hours from ARTD 236, 240, 241, 242, 244, 345 or 445; and 320 or 420.

■**The Process Portfolio**. All Art majors and minors are required to maintain a continuous portfolio from year to year. In addition to an actual portfolio with representative work from every art class taken, a slide portfolio of the same work must be submitted to the art department each year. A rationale-of-study statement and relevant papers will be submitted with the slides. A comprehensive slide sheet will be retained by the Art Department upon graduation.

■**Teacher Certification.** Students interested in certification to teach art at the secondary level are, in addition to the major described above, required to take ARTD 341, and if K-12 certification ARTD 334 must also be included. The department counsels such students to include ARTD 125 or 126 and 211 in their major. Additional requirements for teacher certification in elementary and secondary art are detailed in the catalog section about the Education Department.

ARTD 101G. Methods and Materials. This course will introduce the materials and methods used in creating art through a series of hands-on projects related to diverse art historical examples. Students will explore the relationships of making art in their own time and environment to art in history. (Three credits.)

ARTD 121G. Drawing I. The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink. (Three credits.)

ARTD 123G. Sculpture I. An introduction to Sculpture and the processes associated with the making of three-dimensional forms. Emphasis on techniques of construction using wood, welded and cast metal, plaster and mixed media. Focus on cooperative and individual problem solving skills. (Three credits.)

ARTD 125G. Ceramics I: Hand-built Clay. An introduction to forming and firing of hand-built clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete several projects and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Three credits.)

ARTD 126G. Ceramics I: Wheel-thrown Clay. An introduction to forming and firing of wheel-thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete several projects and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Three credits.)

ARTD 142G. Painting I. An introduction to the terms, media, and techniques of painting with special attention to color and composi-

tion. The variety of expression and style is explored. (Three credits.)

ARTD 200G. Introduction to the History of Art: Prehistoric through Medieval. The course emphasizes a chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced. (Three credits.)

ARTD 201G. Introduction to the History of Art: Renaissance through Modern. The course emphasizes a chronological study of significant works of art from the Renaissance through the 20th century. Certain monuments are examined in their context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. (Three credits.)

ARTD 211. Design. Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. (Offered alternate years in Spring Semester; 2002-2003, 2004-2005.) (Three credits.)

ARTD 236G. Photography. A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or cliche verre. (Three credits.)

240, 241, 242, and 244 may be repeated for credit once but only one of these courses may be repeated.

ARTD 240. Drawing II. Using skills learned in drawing I students begin to expand on the use of materials, explore concepts in drawing and develop individual style. Prerequisite: ARTD 121. (Offered alternate years in Fall Semester; 2002-2003, 2004-2005.) (Three credits.)

ARTD 241. Painting II. A continuation of ARTD 142 with increased emphasis on the skills and ideas of the individual student. Prerequisite: ARTD 142. (Taught once a year.) (Three credits.)

ARTD 242. Sculpture II. Sculpture II is a continuation of ARTD 123 with more attention to the individual student's special needs and interests. Exploration of thinking about and creating conceptual forms. Prerequisite: ARTD 123. (Taught once a year.) (Three credits.)

ARTD 244. Ceramics II. Ceramics II is continuation of ARTD 125 and/or 126 with emphasis on articulation of increasingly complex forms. Focus also on skills in loading and firing various kilns and glaze preparation. Prerequisite: ARTD 125 or ARTD 126. (Taught once a year.) (Three credits.)

ARTD 250. Special Topics. (Three credits.)

ARTD 302. Contemporary Art. An examination of developments, major movements, and directions in art from 1900 to the present. The course emphasizes an analysis of art movements beginning with the abstract expressionists and concluding with recent trends. (Offered alternate years in Fall semester; 2002-2003, 2004-2005.) (Three credits.)

ARTD 306G. Women, Art, and Feminism. A general introduction to the special position of women in art from the earliest documented record through contemporary eras by illustrating women's artistic production, and by critically examining the view of women in visual arts. Eras are examined in their cultural context to gain a complete understanding of how women's art production reflects the particular time and place in which it is produced. (Offered alternate years in fall semester; 2003-2004.) (Three credits.)

ARTD 320. Junior Studio Concentration. An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

ARTD 334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods involved in teaching elementary-school art. Students prepare and teach their own art lessons. A portfolio is created. Prerequisite: EDUC 201, junior standing or consent of instructor. (Also EDUC 334.) (Three credits.)

ARTD 341. Secondary Art Education Methods. A study of the role of art in the schools, trends in art education, instructional strategies, budgeting and ordering of supplies, and the evaluation of student work. Students create an art curriculum appropriate for secondary students. Opportunities to participate in workshops are provided. Co-requisite or prerequisite; EDUC 340. (Offered alternate years in fall semester; 2002-2003, 2004-2005.) (Three credits.)

ARTD 345. Graphic Design I. Graphic Design I is an introduction to the fundamentals of graphic design and visual communication using both manual and computer techniques. Effective visual communication in symbol design and the layout of words and images will be covered. Prerequisite: ARTD 211 (Offered alternate years in fall semester.) (Three credits.)

ARTD 420. Senior Studio Concentration. An individual program of research designed in consultation with the faculty in an area of special interest to the student. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

ARTD 440. Independent Study. An upper level studio course to provide a concentration on one medium beyond the 200 level or to explore the interrelationships of several media. May be repeated for credit. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

ARTD 445. Graphic Design II. Graphic Design II will focus on the modular design of multiple page publications such as magazines, books, newsletters, and web sites. Prerequisite: ARTD 345. (Offered alternate years in spring semester.) (Three credits.)

ARTD 450. Art Seminar. Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Required of senior art majors or by special permission of the faculty. Prerequisite: ARTD 302 or consent of the instructor. Offered Spring Semester. (Three credits.)

BIOLOGY

Ken Cramer, Associate Professor, Chair
Kevin Baldwin, Assistant Professor
James Godde, Assistant Professor
Tim Tibbetts, Assistant Professor

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismal, and ecological. An important component of the major is independent research that enables students to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, providing students with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems.

The department of biology occupies the fourth floor of the Haldeman-Thiessen Science Center. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

Ecological Field Station. In 1969, the department of biology established the Monmouth College Ecological Field Station on the backwaters of the Mississippi River near Keithsburg, Illinois. Just 30 minutes from campus, this classroom-laboratory in the field lends particular strength to the department's instruction in field-oriented courses. The station is equipped for year-round use and offers ready access to the river and a variety of upland and riparian woodlands that invite student and faculty research.

LeSuer Nature Preserve. A recently acquired 16.5-acre plot of land within an easy 10-minute walk from campus provides new opportunities for field research. Rolling hills bisected by a large stream offer upland grassland, forest, riparian, and aquatic habitats for study. Restoration of the entire area to pre-settlement conditions (including several acres of native tall grass prairie) will provide abundant opportunities for student research. Water quality and aquatic ecology studies are also possible in the stream.

Spring Grove Prairie. Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plants present in the plot remain from pre-settlement times. The plot offers unique opportunities for research on prairie plants and soils and on the fauna that inhabit them.

Hamilton Pond. This healthy, freshwater environment was deeded to Monmouth College for use by the department of biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of invertebrate animals and aquatic plants for use in laboratories. The pond also offers opportunities for research in aquatic biology.

ACM Wilderness Field Station. The Associated Colleges of the Midwest maintains a field station on the edge of the Boundary Waters Canoe Area wilderness in northern Minnesota. Each summer, the ACM administers two academic sessions at the station in which students can take course work for credit on their home campuses. Most courses are ecological in nature and emphasize familiarization with naturally occurring organisms and habitats by immersion in a wilderness setting. Most courses include an extended canoe trip from the

field station into Quetico Provincial Park of Canada.

■**Biology Major**. The major in Biology consists of: Biology 111, 112, 200, 202, 204, 307 (or appropriate course at the ACM Wilderness Field Station), 350 (to be taken for two credits), 222, 322, 440, and two electives chosen from BIOL 201, 203, 302, 308, 315, 320, 325, 333, 345, 354 and 355; Chemistry 130, 140, and 220/225 (taken concurrently); Mathematics 151 and 207; and Physics 130. BIOL 440 and 450 may be replaced with an approved summer research experience.

■**Biology Minor.** A minor in Biology consists of Biology 111, 112, 200, 202, 204, and 307 (or appropriate course at the ACM Wilderness Field Station).

■**Teacher Certification.** The Biology major who seeks secondary certification must complete the major cited above. This work also qualifies the candidate to teach general science. Other requirements for certification are described in the Education Department section of the catalog. Education 342 must be included with this work.

BIOL 101G. * Life on Earth. A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem. (Four credits.)

BIOL 111G. General Zoology. A study of the animal kingdom that surveys major groups and investigates the structure, function, evolution, and ecology of representative forms. (Four credits.)

BIOL 112G. General Botany. Introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. (Four credits.)

BIOL 200. Cell Biology. Introductory study of the structure and function of living cells and their components. Prerequisites: BIOL 111 or 112 and CHEM 130. (Four credits.)

BIOL 201G. Field Botany. A study of plant associations and the abiotic conditions that permit their development. The laboratory is concentrated at the Ecological Field Station with visits to other types of plant habitats. (Four credits.)

BIOL 202. Genetics. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequisites: Junior standing, BIOL 111 or 112 or 200 or consent of the instructor. (Four credits.)

BIOL 203. Comparative Vertebrate Morphology. A comparative and functional study of vertebrate anatomy from an evolutionary perspective. Taught in alternate years. Prerequisite: BIOL 111. (Four credits.)

BIOL 204. Human Anatomy and Physiology. A systematic analysis of the structure and function of the human body. Taught in alternate years. Prerequisite: BIOL 111 or consent of the instructor. (Four credits.)

BIOL 222. Introduction to Research I. A seminar designed to introduce the biology major to the scientific literature. Students will learn to search for, retrieve, summarize, and evaluate primary sources of biological research. Students will also evaluate proposals and final research presentations of the research of advanced biology majors. (One credit.)

BIOL 250. Special Topics. (One to four credits.)

BIOL 300. Special Problems. A special

**BIOL 101 and 201 are recommended for non-majors fulfilling the life science general education requirement. Non-majors may also choose BIOL 111 or BIOL 112 with consent of the instructor*

course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty. (One to three credits.)

BIOL 302. Microbiology. A general study of microorganisms (bacteria and fungi). emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental microbiological methods. Prerequisite: BIOL 200. (Four credits.)

BIOL 307. Ecology. An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: BIOL 111 and 112 and MATH 207. (Four credits.)

BIOL 308. Vertebrate Embryology. A descriptive study of development and differentiation in vertebrates. Laboratory sessions are balanced between detailed microscopic examination of vertebrate embryos and experimental study of growth processes. Taught in alternate years. Prerequisite: BIOL 111. (Four credits.)

BIOL 315. Field Zoology. Advanced study of the ecological relationships of animals in their natural environments, particularly as it relates to the conservation of biological diversity. Lectures focus on systematics, zoogeography, natural history, and conservation of animals. Labs emphasize: 1) identification and scientific nomenclature of animals groups with an emphasis on local and regional fauna, and 2) design and implementation of field experiments in ecology, which includes a class and individual research topic. Prerequisite: BIOL 111 and BIOL 112 and junior standing (or instructor's consent). (Four credits.)

BIOL 320. Parasitology. A general study of the biology of parasitism. Lectures and labs will emphasize systematics and taxonomy of the major groups, complex life cycles of parasites, behavioral and physiological effects of parasites on hosts (including humans), and how human modifications of landscapes affect parasites. Prerequisite: BIOL 111. (Four credits.)

BIOL 322. Introduction to Research II. A seminar designed to introduce the biology major to planning scientific research. Building on previous knowledge of scientific literature, students learn how to design experiments and apply appropriate statistical methods to the results. Students write a proposal for an independent research project that includes a thorough literature review and present their proposal orally to faculty and student peers. Prerequisite: BIOL 222. (One credit.)

BIOL 325. Advanced Physiology. Detailed study of human cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Taught in alternate years. Prerequisite: BIOL 204. (Four credits.)

BIOL 333. Evolution. Evolution encompasses the synthesis of all of biology from molecules to ecology. In doing so, evolution addresses the fundamental paradox: the diversity of living organisms. This course offers an exploration of the processes of evolutionary change in animals, plants and microbes. Population genetics, microevolution, speciation, adaptive radiation, and macroevolution will be addressed. Also, the origin of Homo sapiens will be considered. Prerequisite BIOL 202. (Three credits.)

BIOL 345. Animal Behavior. A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide,

competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: PSYC 101 or BIOL 101 or 111. Cross-listed with PSYC 345. (Three credits.)

BIOL 350. Science Seminar. An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. CR/NC. (One credit.)

BIOL 354. Molecular Biology. A course designed to explore the biology and molecular regulation of gene expression. Emphasis is placed on how gene expression is controlled in both eukaryotic and prokaryotic systems. Topics will include gene transfer in microorganisms and the genetic basis of cell specialization in eukaryotes. Manipulation of these processes in the laboratory will also be discussed. Prerequisite: BIOL 200 or instructor's consent. (Three credits.)

BIOL 355. Molecular Biology Laboratory. Molecular biology laboratory is the companion course to BIOL 354 and will practice concepts taught in the lecture. Basic molecular biology techniques will be employed and include the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant in vitro DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisite: Concurrent enrollment in BIOL 354. (Two credits.)

BIOL 440. Research I. An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: BIOL 322. (Two credits.)

BIOL 450. Research II. A continuation of Research I. Students are expected to finish the research projects they began in BIOL 440. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Prerequisite: BIOL 440. (Two credits.)

BIOL 480. Evolution of Human Behavior. An exploration of the application of evolutionary theory to explain human behavior, beginning with an overview of the process of evolution and research in animal and human behavior. Abuses of neo-Darwinian explanations (e.g. social Darwinism, progressive evolution, racism, sexism) will be contrasted with the potential benefits of such an approach to understanding human behavior. Broader philosophical implications of applying naturalistic explanations to human behavior will be discussed. Prerequisite: Junior standing. Cross-listed with ISSI 480. enrollment in BIOL 480 will NOT fulfill the ISSI general education requirement. (Three credits)

CHEMISTRY

Richard L. Kieft, Professor, Chair
Jeffrey A. Draves, Associate Professor
Patricia H. Draves, Associate Professor
Peter A. Gebauer, Professor
George C. Nieman, Professor

■ **Chemistry Major.** A major in Chemistry consists of Chemistry 130, 140, 220, 225, 230, 310, 315, 320, 325, 330, 335, 340, 350 (taken four times for a total of four credits), and 420 or 430. In addition, two semesters each of calculus and physics are required. German is the preferred foreign language for chemistry majors.

The culminating experience for chemistry majors consists of an independent study project (Chemistry 420 or 430) and four semesters of seminar (Chemistry 350).

■ **Chemistry Minor.** A minor in Chemistry consists of seven courses: Chemistry 130, 140, 220, 225, 230, and either a combination of 310 and 315 or a combination of 330 and 335.

■ **Teacher Certification.** A Chemistry major can prepare to teach chemistry at the secondary level by completing the major requirements noted above and the other requirements cited in the Education Department section, including Education 342. The candidate should also complete eight semester hours of biology to qualify to teach general science.

CHEM 100G. Chemistry: A Cultural Approach. An introduction to various topics related to chemistry, emphasizing issues which particularly affect the general public. (Four credits.)

CHEM 130G. Organic Chemistry I. A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. (Four credits.)

CHEM 140. General Chemistry I. A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. (Four credits.)

CHEM 220. Introductory Analytical Chemistry. An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: CHEM 140. (Three credits.)

CHEM 225. Introductory Analytical Chemistry Laboratory. The laboratory portion of Chemistry 220. Concurrent: CHEM 220. (Two credits)

CHEM 230. Organic Chemistry II. A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: CHEM 220. (Four credits.)

CHEM 250. Special Topics. (One to four credits.)

CHEM 310. Physical Chemistry I. Emphasizes classical chemical thermodynamics. Prerequisites: CHEM 230, MATH 152, and PHYS 132. Concurrent: CHEM 315 (Three credits.)

CHEM 315. Physical Chemistry Laboratory and Report Writing. Laboratory associated with Chemistry 310 and normally taken concurrently. Lectures deal with scientific report writing and use of the literature of chemistry. Concurrent: CHEM 310. (Two credits.)

CHEM 320. Physical Chemistry II. Emphasizes statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisite: CHEM 310. (Three credits.)

CHEM 325. Integrated Laboratory. Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Prerequisite: CHEM 315. Concurrent: CHEM 340. (Two credits.)

CHEM 330. Biochemistry. A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Prerequisite: CHEM 230. (Three credits.)

CHEM 335. Biochemistry Laboratory. A study of separation and purification of enzymes and measurement of their kinetics. Co-requisite: CHEM 330. (One credit.)

CHEM 340. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic procedures are emphasized. Concurrent: CHEM 325. Prerequisite: CHEM 310. (Three credits.)

CHEM 350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry. May be repeated for credit. CR/NC. (One credit.)

CHEM 360. Advanced Physical Chemistry. Emphasizes the applications of quantum mechanics to problems of structure, bonding, and spectroscopy. Co-requisite: CHEM 310. (Three credits.)

CHEM 370. Advanced Inorganic Chemistry. A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Co-requisite: CHEM 310. (Three credits.)

CHEM 380. Advanced Organic Chemistry. An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Co-requisite: CHEM 310. (Three credits.)

CHEM 420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. (One to three credits.)

CHEM 430. Research. An original laboratory project chosen in consultation with the chemistry faculty. Research may be performed off campus. Prerequisite: CHEM 310. (One to three credits.)

CLASSICS

Thomas J. Sienkewicz, Professor, Chair
Virginia Hellenga, Lecturer
Bill Urban, Professor
Vicki Wine, Lecturer

■ **Classics Major.** A major in Classics consists of a minimum of 30 semester hours, including CLAS 211, 212, and 230. Language proficiency at the 102 level in Latin or Greek is also required.

■ **Greek Major.** A major in Greek consists of a minimum of 30 semester hours, including 18 credits in Greek above the 100 level and CLAS 211 and 230.

■ **Latin Major.** A major in Latin consists of a minimum of 30 semester hours, including 21 credits in Latin above the 100 level and CLAS 212 and 230.

■ **Classics Minor.** A minor in Classics consists of 15 semester hours in Classics.

■ **Greek Minor.** A minor in Greek consists of 15 semester hours, including nine credit hours above the 100 level.

■ **Latin Minor.** A minor in Latin consists of 15 semester hours, including nine credit hours above the 100 level.

■ **Teacher Certification.** The Classics and Education Departments cooperate in offering a program, approved by the Illinois State Teacher Certification Board, that leads to certification of secondary level teachers of Latin. For certification, the state board requires a minimum of 32 credits in the field plus LATN 435. A candidate with certification in another field may qualify to teach Latin with 20 credits in a second teaching field. An individually-designed program which satisfies this need is formulated for the teaching candidate.

LANGUAGE COURSES

LATN 101G. Elementary Latin I. An introduction to Latin grammar and syntax with simple readings and translation. (Four credits.)

LATN 102G. Elementary Latin II. A continuation of LATN 101. Prerequisites: LATN 101 or permission of the instructor. (Four credits.)

LATN 200. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Prerequisite: LATN 102 or permission of the instructor. (One credit.)

LATN 300. Directed Readings. Continuation of LATN 200. Prerequisites: LATN 200 and junior standing.

LATN 400. Directed Readings. Continuation of LATN 300. Prerequisites: LATN 300 and senior standing.

LATN 401. Individualized Study. Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics. (One to four credits.)

LATN 420. Prose Composition. Prose composition in Latin. For advanced students only. (Three credits.)

LATN 435. Methods of Teaching Latin. A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Co-requisite: EDUC 340. (Three credits.)

GREK 101G. Elementary Greek I. A study of grammar and syntax of ancient

Greek with simple readings and translation. (Four credits.)

GREK 102G. Elementary Greek II. A continuation of GREK 101. (Four credits.)

GREK 200. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Prerequisite: GREK 101 or permission of the instructor. (One credit.)

GREK 300. Directed Readings. Continuation of GREK 200. Prerequisites: GREK 200 and junior standing.

GREK 400. Directed Readings. Continuation of GREK 300. Prerequisites: GREK 300 and senior standing.

GREK 212G. Biblical Greek. Selections from the Greek Septuagint and New Testament. Prerequisite: GREK 101 or its equivalent. (Three credits.)

GREK 401. Individualized Study. Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics. (One to four credits.)

CIVILIZATION COURSES

CLAS 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. (Listed also as HIST 211.) (Three credits.)

CLAS 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. (Listed also as HIST 212.) (Three credits.)

CLAS 224. Word Elements. An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. (Three credits.)

CLAS 225. Scientific Terminology. Examines Greek and Latin word elements in a variety of scientific language contexts, including medicine, biology, chemistry and physics. Considers ways to use technical dictionaries and Greek and Latin roots of the English language to understand and use scientific terminology. (Two credits.)

CLAS 401. Individualized Study. Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics. (One to four credits.)

TRIAD COURSES

The center of the Classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and in the original languages, according to student needs. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In translation, students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects, including art, archaeology, history, and literature, are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in

its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context.

Triad courses are offered in units of three: Classics, Latin, and Greek. A student cannot enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLAS 210G. Ancient Literature. A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theater and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated for credit with different topics. (Three credits.)

LATN 210. Roman Literature. Readings in Latin in the topics and genres covered in Classics 210. Authors to be read may include Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. May be repeated for credit with different topics. (Three credits.)

LATN 310. Roman Literature. Continuation of LATN 210. Prerequisites: LATN 210 and junior standing.

LATN 410. Roman Literature. Continuation of LATN 310. Prerequisites: LATN 310 and senior standing.

GREK 210. Greek Literature. Readings in Greek in the topics and genres covered in Classics 210. Authors to be read may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. May be repeated for credit with different topics. (Three credits.)

GREK 310. Greek Literature. Continuation of GREK 210. Prerequisites: GREK 210 and junior standing.

GREK 410. Greek Literature. Continuation of GREK 310. Prerequisites: GREK 310 and senior standing.

CLAS 230G. Classical Mythology. A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples. This course considers a different topic every year, including "The Hero," "The God," and "Women in Mythology." May be repeated for credit with different topics. Satisfies the appreciation requirement in "Beauty and Meaning in Works of Art." (Three credits.)

LATN 230. Mythology. Readings in Latin about the myths discussed in CLAS 230. (Three credits.)

LATN 330 Mythology. Continuation of LATN 230. Prerequisites: LATN 230 and junior standing.

LATN 430 Mythology. Continuation of LATN 330. Prerequisites: LATN 330 and senior standing.

GREK 230. Mythology. Readings in Greek about the myths discussed in CLAS 230. (Three credits.)

GREK 330. Mythology. Continuation of GREK 230. Prerequisites: GREK 230 and junior standing.

GREK 430. Mythology. Continuation of GREK 330. Prerequisites: GREK 330 and

senior standing.

CLAS 240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Listed also as HIST 240G.) (Three credits.)

LATN 240. Roman Society: Readings. Readings in Latin in the topics covered in CLAS 240. (Three credits.)

LATN 340. Roman Society. Continuation of LATN 240. Prerequisites: LATN 240 and junior standing. (Three credits.)

LATN 440. Roman Society. Continuation of LATN 340. Prerequisites: LATN 340 and senior standing. (Three credits.)

GREK 240. Greek Society: Readings. Readings in Greek in the topics covered in CLAS 240. (Three credits.)

GREK 340. Greek Society. Continuation of GREK 240. Prerequisites: GREK 240 and junior standing.

GREK 440. Greek Society. Continuation of GREK 340. Prerequisites: GREK 340 and senior standing.

CLAS 241. Ancient Society: Topic. May be repeated for credit with different topics.

CLAS 250. Special Topics. May be repeated for credit. (Three credits.)

LATN 250. Special Topics. May be repeated for credit. (Three credits.)

GREK 250. Special Topics. May be repeated for credit. (Three credits.)

COMMUNICATION AND THEATER ARTS

Douglas B. Rankin, Associate Professor, Chair
Don Elwell, Lecturer
Charles M. Feldman, Lecturer
Lee A. McGaan, Professor
Trudi K. Peterson, Assistant Professor
Alissa Roost, Assistant Professor
William J. Wallace, Professor

■**Communication and Theater Arts Major.** A major in Communication and Theater Arts consists of 30 semester hours, including Communication and Theater Arts 101, 3 hours of 100/200 workshop credit, 321, 421, 491, an independent study or internship and acceptance of a senior portfolio. In addition, majors must complete one of the following concentrations: Communication—CATA 231 or 235, 233, and two courses from CATA 331, 335, 337 and 339; Media—CATA 261, 263, 265 and 365; Theater—CATA 273, 275, 373 and 375 or 377.

■**Teacher Certification.** Those majors working toward secondary teacher certification should confer as early as possible with the chairs of the Communication and Theater Arts and Education departments to ensure that their program will meet state standards. (Note: Secondary certification in a "primary teaching field" requires a minimum of 32 semester hours.) A second teaching field in a related area of study is recommended.

■**Communication and Theater Arts Minor**. The following programs are currently available from the department:

1. Communication Minor. CATA 101, at least one semester hour of workshop credit, plus completion of Communication concentration.

2. Media Minor. CATA 101, at least one semester hour of workshop credit, plus completion of Media concentration.

3. Theater Minor. CATA 101, at least one semester hour of workshop credit, plus completion of Theater concentration.

CATA 101G. Fundamentals of Communications. A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Offered each semester. (Three credits.)

CATA 124. Communications: Workshops. Staff-supervised participation in communication projects. Prerequisite: permission of instructor. May be repeated for credit. CR/NC. (One credit.)

CATA 125. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. (Also ENGL 126.) CR/NC. (One credit.)

CATA 126. Electronic Media: Workshops. Staff-supervised participation in electronic media. Open to all students. May be repeated for credit. CR/NC. (One credit.)

CATA 127G. Theater Arts: Workshops. Staff-supervised participation in theater arts. May be repeated for credit. Prerequisite: permission of instructor. CR/NC. (One credit.)

CATA 171G. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of play scripts, film

scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered each year. (Three credits.)

CATA 173G. Introduction to Technical Theater. A study of the basic elements of technical theater, including stagecraft, lighting, properties, and makeup. Includes laboratory. Offered each year. (Three credits.)

CATA 175G. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. (Three credits.)

CATA 224. Communications: Advanced Workshops. A continuation of CATA 124 with advanced work and/or a position of responsibility in communications. Primarily for upperclass majors. Prerequisite: CATA 124, sophomore standing and consent of the instructor. May be repeated for credit. (Two credits.)

CATA 225. Print Media: Advanced Workshops. A continuation of CATA 125 with advanced journalism work and individual study with the instructor. Prerequisite: CATA 125 and consent of the instructor. May be repeated for credit. (Also ENGL 226.) (Two credits.)

CATA 226. Electronic Media: Advanced Workshops. A continuation of CATA 126 with advanced work and/or a position of responsibility in electronic media. Primarily for upperclass majors. Prerequisite: CATA 126 and consent of the instructor. May be repeated for credit. (Two credits.)

CATA 227. Theater Arts: Advanced Workshops. A continuation of CATA 127 with advanced work and/or a position of responsibility in theater arts. Primarily for upperclass majors. Prerequisite: CATA 127 and consent of the instructor. May be repeated for credit. (Two credits.)

CATA 231. Interpersonal Communications. An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Offered each year. Prerequisite: CATA 101. (Three credits.)

CATA 233. Advanced Public Speaking. A theory and performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, argumentation, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Offered each year. Prerequisite: CATA 101 or consent of the instructor. (Three credits.)

CATA 235. Small Group Communication. A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered each year. Prerequisite: CATA 101. (Three credits.)

CATA 261G. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces that created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of

television. Offered each year. (Three credits.)

CATA 263. Radio and Television Production. A survey of the historical development of and operational and management trends within broadcasting combined with practical training (e.g. announcing techniques, handling of cameras and switching equipment, editing, program planning. Prerequisite: CATA 261 or consent of the instructor. Offered in alternate years. (Three credits.)

CATA 265. Writing for the Media. A broadcast media writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and new media. Offered each year. (Three credits.)

CATA 273G. The Classical Theater. A survey of Western theater from ancient Greece to 1800. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

CATA 275G. The Modern Theater. A survey of Western theater from 1800 to the present. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

CATA 294. Special Topics. Communications. (Three credits.)

CATA 295. Special Topics. Print Media. (Three credits.)

CATA 296. Special Topics. Electronic Media. (Three credits.)

CATA 297. Special Topics. Theater. (Three credits.)

CATA 321. Junior Colloquium. An examination of the interrelationships of communication, media, and theater. An opportunity to prepare and present projects, and to interact with current practitioners. Includes analysis and preparation of student portfolios. Individual and/or small group study. May include independent research, creative projects. Will include an overview of new/emerging issues facing CATA graduates, as well as career analysis and preparation. Meets con-currently with CATA 421 (Senior Colloquium). Seniors serve as junior mentors. Prerequisite: CATA Major and junior standing or permission of the instructor. (One credit.)

CATA 333. Organizational Communication. An analysis of organizational communication theories and methods and the study of organizational culture, motivation, conflict, decision-making, and power, and patterns for successful leadership and careers. Includes practice in forms of communication used in business with an extensive laboratory simulation in communication training and development. Offered each year. Prerequisite: CATA 101, 231, or 235, and 233 or permission of the instructor. (Four credits.)

CATA 335. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur including formal debating. Offered each year. Prerequisite: CATA 101, 233, or POLS 101, 103 or 200, or by permission of instructor. (Three credits.)

CATA 337. Communication Criticism. A study of various critical perspectives and methods as applied to a variety of different communication texts, including public speeches, plays, films, and television news broadcasts. Emphasis is placed on enhancing critical thinking skills as well as on writing and articulating persuasive arguments. Offered each year. Prerequisite: CATA 101, 233, and 261. (Three credits.)

CATA 339. Persuasion. A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts culminating in the development of a persuasive campaign plan. Offered each year. Prerequisite: CATA 101 and 233. (Three credits.)

CATA 341. Public Relations. An examination of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Offered each year. Prerequisite: CATA 101. (Three Credits.)

CATA 365. Media Production. A study of contemporary electronic communication technology. Applications include website design and maintenance, the creation and implementation of multimedia projects (audio, video, graphics). Combines application of communication theory with practice in developing successful projects. Offered each year. Prerequisite: CATA 101. (Four credits.)

CATA 373. Advanced Acting. A study in vocal production and development (including dialects), work in a variety of acting styles. May be repeated for credit. Prerequisite: CATA 175, or by permission of instructor. (Three credits.)

CATA 375. Scenery and Lighting Design. A study of the basic elements of scenery and lighting design. Combines readings in design theory with practice in drafting, plotting, rendering, and model building. Offered in alternate years. Prerequisite: CATA 173, or by permission of instructor. (Three credits.)

CATA 377. Principles of Stage Directing. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, movement, and lead to the actual production of a short play. Offered each year. Prerequisites: Junior standing, some theater experience and CATA 171, 173, or 375, and 175. (Three credits.)

CATA 394. Seminar: Communication. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 395. Seminar: Print Media. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 396. Seminar: Electronic Media. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 397. Seminar: Theater. A seminar centered on a problem or topic as

announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 421. Senior Colloquium. An examination of the interrelationships of communication, media, and theater. An opportunity to prepare and present projects, and to interact with current practitioners. Includes analysis and preparation of student portfolios. Individual and/or small group study. May include independent research, creative projects. Will include an overview of new/emerging issues facing CATA graduates, as well as career analysis and preparation. Meets concurrently with CATA 321 (Junior Colloquium). Seniors serve as junior mentors. Prerequisite: CATA Major and senior standing or permission of the instructor. (One credit.)

CATA 431. Methods of Teaching Communication and Theater Arts. A detailed study of the special problems that face the secondary-school teacher of Communication. Includes special attention to the development of criticism of oral assignments and the operation and organization of co-curricular activities in speech and theater. Offered as needed. Co-prerequisite: EDUC 340. (Three credits.)

CATA 490. Independent Study. A faculty-directed program of individual study consisting of reading, research, or creative performance. May be repeated for credit. (One to six credits.)

CATA 491. Freedom of Expression and Communication Ethics. A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Offered each year. Prerequisite: Senior CATA major or minor or Senior Public Relations major, or consent of the instructor. (Three credits.)

CATA 494. Internship in Communication. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

CATA 495. Internship in Print Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

CATA 496. Internship in Electronic Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

CATA 497. Internship in Theater Arts. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

EDUCATION

Dorothy DiVall Douglas, Associate Professor, Chair
George F. Arnold, Professor
F. Marie Baker, Lecturer
Thomas Best, Lecturer
Linda Ellison, Lecturer
Sandra Giese, Lecturer
Melinda Grimm, Lecturer
Kenneth Grodjesk, Assistant Professor
Colleen Lipes, Lecturer
Craig Vivian, Assistant Professor
David Yez, Lecturer

Those Who Can...Teach.

Teachers play a significant role in society, and Monmouth College has a long and distinguished tradition of preparing selected students for teaching careers. Becoming a competent educator involves personal commitment and extensive professional preparation. Candidates must develop the appropriate attitudes, subject-matter competency, theoretical knowledge and acquire essential instructional skills. The programs described below are designed to accomplish these purposes.

Most students who enroll in education department courses pursue a teacher certification program leading to an Illinois Initial Elementary Certificate, the Illinois Initial High School Certificate, or the Illinois Initial Special Certificate. Endorsements to the elementary and secondary certificates to permit teaching at the Middle School level are also available. The requirements for each of these programs are detailed below. Candidates must be admitted formally to the program in order to continue in junior-level education courses. All programs are reviewed periodically by the Illinois State Teacher Certification Board and were last approved in the spring of 2000.

Students completing a program approved by the State of Illinois qualify, in most instances, for certificates of other states. Advisors in the education department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must also pass the appropriate state-administered competency tests in order to obtain a certificate. Monmouth College teacher candidates have scored well on these tests, and during the last year of available data, 1999-2000, Illinois State Board of Education records show that 100% of the candidates who completed our program passed both the basic skills and subject-matter content field tests required for certification.

■ **Elementary Education.*** Students seeking to qualify for the Illinois Initial Elementary Certificate, valid for teaching kindergarten through grade nine, must:

1. Complete the departmental major in elementary education which includes EDUC 200, 201, 203, 303, 330, 331, 332, 333, 336, 337, 450, 451, and 452.

2. Complete an approved area of academic concentration consisting of at least 18 semester hours in an appropriate discipline. The options are Language Arts/English, Science, Social Science, Fine Arts, Mathematics and Foreign Language. These hours are in addition to state minimal general education requirements for certification.

3. Complete the College's general education program.

4. Complete ARTD 334, HIST 313 or PHIL 211, MATH 110, and another acceptable mathematics course, and PHED 180 or 220 or 325.

In the process of completing the work outlined above, candidates should make sure that the following overall certification requirements are also met: two lab courses

in the natural sciences, including at least one biological (PSTC 101 does not apply toward certification) and one physical science; one speech course; ENGL 201 or CLAS 224; and three courses in the social sciences. The latter must include HIST 110, 111 or 112, POLS l03 and INTR 201G Comparative Societies.

***Middle School Endorsement For Elementary Certificate.** *The State of Illinois requires that in order to teach grades 5-8 those with an elementary certificate must include two additional courses in their programs and have teaching content fields appropriate to middle schools. EDUC 338 and 339 are required, teaching field options should be discussed with an education department adviser.*

■ **Secondary Education.*** The student who wishes to qualify for the Illinois Initial High School Certificate, valid for teaching grades six through 12, must:

1. Complete a departmental major from among State-approved programs listed below that includes at least 32 semester hours. The courses selected should relate to areas currently taught in the high school curriculum. The courses required for each specific teaching field are prescribed in the individual catalog description for each department noted below. Approved programs for the Illinois Standard High School Certificate are:

Art	Music (Vocal and Instrumental)
Biology	Physical Education
Chemistry	Physics
English	Political Science
History	Spanish
Latin	Speech
Mathematics	

2. Complete the Monmouth College general education program and the following additional general certification requirements, including HIST 110, 111, or 112, POLS 103, INTR 201G Comparative Societies, an English language course, a mathematics course, and PHED 180 or 220 or 325.

3. Complete the professional education sequence. The requirements for secondary-level teacher candidates include EDUC 200, 201, 203, 303, 340, 450, 451, and 452; HIST 313 or PHIL 211; and a special-methods course related to the student's major teaching field.

***Middle School Endorsement For Secondary Certificate.** *The State of Illinois requires that in order to teach grades 6-8 for those with a secondary certificate must include two additional education course in their programs and have teaching content fields appropriate to middle schools. EDUC 338 and 339 are required, teaching field options should be discussed with an education department adviser.*

■ **Special Certificate Programs.** The special teaching certificate is the credential obtained by those who wish to be certified at both the elementary and secondary levels (kindergarten through grade 12) in a specialized field. Monmouth offers such programs in art, music and physical education. To qualify for these certificates the student must:

1. Complete a departmental major that includes at least 32 semester hours in the chosen field, including subjects related to current public-school programs. The learning disabilities major is an exception to this; the differences are described below in the discussions of this program.

2. Complete the Monmouth College general education program and the following additional general certification requirements which must include HIST

110, 111, or 112, POLS 103, an English language course, a mathematics course, a third science course of at least one semester hour, and PHED 180 or 220 or 325.

3. Complete the professional education sequence. The professional education requirements for the special certificate include EDUC 200, 201, 203, 303, 340, 450, 451 and 452, and either HIST 313 or PHIL 211. Special methods courses related to both elementary and secondary teaching are also required. For art, these courses are ARTD 334 and ARTD 341; for music, MUSI 312 and 313 and for Physical Education, PHED 311 and 320.

■ **Bilingual and E.S.L. Approval.** Monmouth offers, in conjunction with the Urban Education Program of the Associated Colleges of the Midwest, a program that leads to bilingual or ESL teacher approval. This credential is required of teachers who work with Spanish-speaking students making the transition to the English-language curriculum of the public schools. The program includes both course work and field experiences on campus and in Chicago, including some summer work in Chicago.

The specific courses required of the teacher candidate vary depending upon the student's language proficiency, major teaching field, and the certificate sought. Essentially, the candidate must qualify for one of the standard teaching certificates described above and meet specific requirements regarding cognate language courses and teaching-methods courses. Since the program varies with the student's teaching interests and language facility, the candidate must consult an advisor in the education department as early as possible to plan his or her program.

Course Selections

Special Note: Candidates must obtain a grade of C or better (not C- or lower) in all education coursework to proceed in the teacher education program. Formal admission to the program is required to enroll in 300 and 400 level education courses.

EDUC 200. The Teacher and the School. An introduction to professional education and teaching. Reading, discussion, and field experience as a teacher aide in a local school provide a basis for further decisions about teaching and preparation for certification. (Three credits.)

EDUC 201. Educational Psychology. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, behavior management, group dynamics, and interpersonal relationships in education. A field experience is required. Prerequisite: EDUC 200. (Three credits.)

EDUC 203. Characteristics of Exceptional Children. A survey of the characteristics and special educational needs of disabled and gifted children. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: EDUC 201 or consent of the instructor. (Three credits.)

EDUC 250. Special Topics. (One to three credits.)

EDUC 303. Introduction to Educational Technology. An introduction to the integration of technology in elementary and secondary classrooms. Students will

be responsible for creating educational projects involving Word Processing, Clip Art, Print Shop, Spreadsheet, Electronic Gradebook, PowerPoint, Mulitmedia, Internet, and Web page design. They will also have the opportunity to preview computer software for specific grades and subject areas. Prerequisites: EDUC 200 and 201. (Two credits.)

EDUC 305. Individual or Group Study. Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

EDUC 330. Elementary School Curriculum and Methods. An investigation of the elementary curriculum, methods of instruction, and resources and procedures for evaluation and classroom management. Microteachings are required in the classroom. A minimum 20-hour teacher aide assignment, including the planning and presenting of lessons is required. The development of a foundation for successful student teaching is a primary objective. Prerequisites: EDUC 200, 201 and 203. (Three credits.)

EDUC 331. Elementary School Social Studies Curriculum and Instruction. This course presents basic information related to today's elementary school social studies curriculum, varied and grade-appropriate instructional methods and social science materials applicable to this setting. Attention to state and national standards for social studies instruction is given. Prerequisites: EDUC 200, 201 and 203. (Two credits.)

EDUC 332. Teaching of Reading and Other Language Arts. A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisites: EDUC 200, 201, and 203. (Three credits.)

EDUC 333. Remedial Reading. A study of the educational factors that cause reading problems for children. Students work in local schools as tutors and use reading tests, reading inventories, and various reading techniques to diagnose and teach the disabled reader. Prerequisites: EDUC 330 and 332. (Three credits.)

EDUC 336. Teaching of Literature in the Elementary School. A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experiences including reading aloud, book talks and storytelling are required. Prerequisites: EDUC 201, 330, and 332. (Three credits.)

EDUC 337. Elementary School Science Curriculum and Instruction. This course presents varied approaches to plan and implement effective science instruction in grade K-8. An inquiry-based program is employed as a means of providing appropriate science learning experiences in the classroom. Basic content information from the biological, physical, earth and environmental sciences will be provided. Prerequisites: EDUC 200, 201 and 203. (Two credits.)

EDUC 338. Educational Psychology Related to Early Adolescence. A study of the developmental characteristics typical of young adolescents. Biological, cognitive and social needs of these young students are studied to aid classroom teachers in understanding classroom dynamics. Prerequisites: EDUC 200, 201 and 203 (Three credits.)

EDUC 339. Middle School Curriculum and Instruction. This course includes

examination of varied curricular designs and instructional strategies which are applicable to the contemporary middle school. Among the topics covered are a historical perspective regarding the evolution of this educational movement; a critical review of philosophical issues surrounding the concept and familiarization with research associated with middle school instruction. Investigation of a wide array of instructional planning approaches and specific instructional methods are included. Field experience required. Prerequisites: Completion of EDUC 200, 201, and 203. (Three credits.)

EDUC 340. Secondary School Curriculum and Methods. An investigation of the curriculum of secondary schools, methods of instruction, lesson planning, educational resources, evaluation and assessment, and classroom management. Three microteachings are required in class. A minimum 20-hour teacher aide assignment, including the planning and presenting of two lessons, is required. The foundation for a successful student teaching experience is a primary objective. Prerequisites: EDUC 200, 201 and 203. (Three credits.)

EDUC 341. Secondary Curriculum and Methods in Social Studies. An investigation of the Social Studies curriculum of secondary schools, methods of instruction, lesson planning, educational resources, evaluation and assessment, and classroom management. Three microteachings are required in class. A minimum 20-hour teacher aide assignment, including the planning and presenting of two lesson, is required. The foundation for a successful student teaching experience is a primary objective. Prerequisite: EDUC 340 (Three credits)

EDUC 342. Secondary School Science Curriculum and Methods. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Opportunities to observe science programs are provided. Independent projects related to the student's major are required. Prerequisite: EDUC 340. (Three credits.)

EDUC 350. Special Seminar. Selected occasional seminars or workshops directed toward specialized topics of interest. CR/NC. (One to three credits.)

EDUC 400. Independent Study. An independent investigation of a special problem relevant to teaching and teacher preparation. Prerequisite: Approval of the department chair. (One to three credits.)

EDUC 405. Urban Education Seminar. A study of the objectives, organization, programs, and problems of schools in large urban centers. Offered as part of the Urban Education Program of the Associated Colleges of the Midwest. (One to three credits.)

EDUC 450. Student Teaching. Supervised teaching in grades or subjects appropriate to the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the education department, and in the case of high school and special-certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. Students may elect to complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Mid-

west. Prerequisite: Approval by the Curriculum Committee. (Eight to 12 credits.)

EDUC 451. Student Teaching Workshop and Seminar. Supervised teaching in grades or subjects appropriate to the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the education department, and in the case of high school and special-certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. Students may elect to complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest. Prerequisite: Approval by the Curriculum Committee. (Eight to 12 credits.)

EDUC 452. Analysis of Student Teaching. This course is taken concurrent with student teaching. The experience requires student teachers to develop an ongoing systematic personal evaluation during their student teaching experience. Daily observations and reflections will be recorded, and a final formal summary and conclusions report prepared, at the conclusion of the student teaching assignment. (One credit.)

SPECIAL METHODS AND RELATED COURSES OFFERED BY OTHER DEPARTMENTS:

ARTD 341. Secondary Art Education Methods.
CATA 431. Methods of Teaching Communication and Theater Arts.
ENGL 430. Methods of Teaching English.
HIST 313. History of American Education.
LATN 435. Methods of Teaching Latin.
MATH 110. Mathematics for Elementary Teachers.
MATH 324. Mathematics Methods for Secondary Teachers.
MFLG 460. Methods of Teaching Modern Foreign Languages.
MUSI 312. Teaching Music in the Elementary School.
MUSI 313. Music Education I.
PHIL 211. Philosophy of Education.
PHED 311. Elementary-School Physical Education.
PHED 320. Curriculum and Methods of High School Physical Education.

ENGLISH

Craig Watson, Professor, Chair
Sarojini Ambrose, Lecturer
Elizabeth Amstutz, Lecturer
Mary Bruce, Professor
Robert Hale, Assistant Professor
Kevin Roberts, Lecturer
Susan Van Kirk, Lecturer
Mark Willhardt, Assistant Professor

■**English Major.** The English major requires at least 11 courses: ENGL 200; 220; 221; 224; 225; 361 or 362; 400; plus four additional courses which might substantially follow one of these three tracks or reflect a combination of them:

- Literature: ENGL 240; 260; 343; 347; 348; 349; plus 250 and 350 as offered.
- Teaching: ENGL 201; 314.
- Writing: ENGL 210; 299; 301; 310.

In addition, all English majors are required to submit in the senior year a completed English studies portfolio (see departmental WEB site for description).

The English senior seminar (ENGL 400) is the culminating experience for majors, whose candidacy for departmental honors is based upon their GPA in the major and their performance in the seminar.

■**English Minor.** A minor in English consists of at least six courses: ENGL 200; 220 or 221; 224 or 225; 361 or 362; and two other courses at the 200 or 300 level. (Students whose major is elementary education and who wish to minor in English must take ENGL 201.).

■**Teacher Certification.** Those students seeking secondary certification are required to complete the course work for a major in English and must include ENGL 201 and either CLAS 224 or ENGL 314 (offered every other year). ENGL 110 may be counted toward the 32-semester-hour certification requirement in the field. The additional requirements for certification are cited in the Education Department section and must include ENGL 430. A second teaching area in speech is also recommended.

ENGL 110G. Composition and Literature. A study of basic rhetorical strategies and their application in thesis-focused essays, as well as an analysis of literature emphasizing the symbolic and expressive uses of language. Students are introduced to the imaginative modes of literature and demonstrate their understanding of those uses through discussion and written work. (Four credits.)

ENGL 126. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. (Also CATA 125.) CR/NC. (One credit.)

ENGL 180 G. Introduction to Literature: Special Topics. A general literature course for non-majors, ENGL 180 seeks to encourage life-long reading through appreciation of literary language and form. The course will emphasize examination and comparison of literary genres, structure and form in fiction and poetry, and New Critical analysis (point of view, plot, setting, characterization, diction, imagery, metaphor and symbol, theme, etc.). In addition, the course will place a particular topic or sub-genre in the context of pertinent historical and cultural settings, while examining categorical assumptions about "popular" and "serious" literary treatments. Suggested titles include: "Mystery, Magic and Monsters: Sensation Literature in the Nineteenth Century," "Love in the Western World," "Futurist Fictions," "Paddle My Own Canoe: 19th-

Century American Spinster Writers," "Masterpieces of World Literature," etc. Satisfies Beauty and Meaning in Works of Art (Appreciation) component.

ENGL 200. Introduction to English Studies. A gateway to the English major, this course is designed to introduce majors and minors to the broad range of scholarship and practice within the discipline of English. Included will be emphasis upon close reading and research skills, as well as overviews of the history of the discipline, creative writing, literary criticism and theory, and vocational paths.

ENGL 201. Grammar. A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. (Three credits.)

ENGL 210G. Creative Writing. Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Prerequisite: ENGL 110. (Three credits.)

ENGL 220. British Survey I. A historical survey emphasizing literary and cultural developments in English literature from the Old English period through the English Renaissance. Prerequisite: ENGL 110. (Three credits.)

ENGL 221. British Survey II. A course emphasizing major literary movements, cultural influences, and historical developments in English literature from the Neo-classical through Victorian periods. Prerequisite: ENGL 110. (Three credits.)

ENGL 224. American Survey I. One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include: native American creation myths; explorer narratives; poetry, fiction, and non-fiction from such writers as Bradstreet, Cotton Mather, Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENGL 110. (Three credits.)

ENGL 225. American Survey II. An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Jewett, Wharton, Twain, James, Kate Chopin, Crane, Pound, Robinson, Frost, Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken alone and without regard to sequence. Prerequisite: ENGL 110. (Three credits.)

ENGL 226. Print Media: Advanced Workshops. Workshops. A continuation of English 126 with advanced journalism work and individual study with the instructor. Prerequisite: ENGL 126 or consent of the instructor. May be repeated for credit. (Also CATA 225.) (Two credits.)

ENGL 240G. Russian Literature of the 19th Century. An introductory survey of 19th-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite: ENGL 110. (Three credits.)

ENGL 250. Special Topics. May be repeated for credit. (Three credits.)

ENGL 260. The Literature of Feminism. A study of the evolution of feminist thought and its collective definition as it has been imaginatively translated from experience into art by several generations

of literary women. Prerequisite: ENGL 110. (Three credits.)

ENGL 301. Advanced Composition. A study of rhetorical strategies and their application to assignments in journalism, scientific writing, and essay writing. Open to juniors and seniors or by consent of the instructor. May be repeated for credit. Prerequisite: ENGL 110. (Three credits.)

ENGL 310. Advanced Creative Writing. Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: ENGL 210 or consent of the instructor. (Three credits.)

ENGL 314. History of the English Language. A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language. Offered in alternate years beginning in the Fall of 2002. (Three credits.)

ENGL 343. 20th-Century British Literature. Studies in various British authors of the 20th century. Recent course offerings have included "Yeats and Eliot" and "The Irish Renaissance." May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: ENGL 221. (Three credits.)

ENGL 347. Genre Studies in American Literature. An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included "Modern American Poetry," "The Contemporary American Novel," "Modern American Drama," and "African American Autobiography and Fiction"; henceforth, "Introduction to Literary Theory" will be offered periodically. May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: American literature survey (224 or 225) pertinent to the course topic and title. (Three credits.)

ENGL 348. English Novel. An upper-division course that will focus on some aspect of the history of the English novel (18th, 19th, 20th century), some type of novel (e.g., the comic novel), some group of writers (e.g., women writers, Murdoch and Powell), or a single author (e.g., Dickens). Recent course offerings have included: "The Comic Novel" and "Woolf, Murdoch and Drabble., "The Victorian Novel." May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: ENGL 221. (Three credits.)

ENGL 349. Topics in American Literature. An upper-division course concentrating on a particular period, movement, or author in American literature. Recent course offerings have included: "Hawthorne and Melville," "The Gilded Age," and "American Literature between the World Wars." May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: American literature survey (224 or 225) pertinent to the course topic and title. (Three credits.)

ENGL 350. Special Topics in Literature and Related Areas. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Prerequisite: ENGL 110. Recommended: English or American literature survey (220, 221, 224, 225) pertinent to the course topic and title. Recent offerings have included: "Chaucer,"

"Romantic Poetry," and "18th-Century Literature and the Arts." May be repeated for credit. (Three credits.)

ENGL 361. Shakespeare I: Comedies and History Plays. Studies in the comedies and the history plays. Prerequisite: ENGL 110. Recommended: ENLG 220. (Three credits.)

ENGL 362. Shakespeare II: Tragedies and Romances. Studies in the tragedies and romances. Prerequisite: ENGL 110. Recommended: ENGL 220. (Three credits.)

ENGL 400. Senior Seminar. An intensive study of key literary periods and subjects. Recent seminars have focused upon: "Literature of the American South," "New England Women Writers of the Late 19th Century," "The Gothic Tradition," "The American Expatriate Experience in Literature" and "Arthurian Literature." Required of all senior English majors. Offered second semester. (Three credits.)

ENGL 420. Independent Study. Students arrange independent study projects with individual instructors. May be repeated for credit. (Three credits.)

ENGL 430. Methods of Teaching English. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. May not be counted toward a major in English. Co-prerequisite: EDUC 340. Offered as needed. (Three credits.)

ENGL 490. Directed Study in English. An experience designed to allow the student to use writing, editorial and professional skills developed during the major by working on departmental publications. Will help prepare the student for employment in various English-related fields. Prerequisite: prior approval of the department. May be repeated for credit. (One to three credits.)

ENVIRONMENTAL SCIENCE

Kenneth L. Cramer, Associate Professor, Coordinator
Kevin Baldwin, Assistant Professor

ENVIRONMENTAL SCIENCE MAJOR

■Requirements:

Following is a complete list of the courses a student in the major would be taking. Courses in **bold type** are the requirements. Courses not in bold type are prerequisites.

BIOL 111 General Zoology (Four credits.)

BIOL 112 General Botany (Four credits.)

BIOL 307 Ecology (Four credits.)

BIOL 350 or **CHEM 350 or PHYS 350 Science Seminar** (to be taken twice for a total of two credits.)

CHEM 130 Organic Chemistry I (Four credits.)

CHEM 140 General Chemistry (Four credits.)

CHEM 220/225 Analytical Chemistry w/lab (Four credits.)

ECON 200 Principles of Economics (Four credits.)

ECON 380 Environmental Economics (Three credits.)

ENVI 103 Introduction to Environmental Science (Three credits.)

ENVI 218 Applied Hydrogeology (Four credits.)

POLS 101 or POLS 103 or POLS 200 Choose one of these three Introductory courses. (Three credits.)

POLS 375 Environmental Politics (Three credits.)

MATH 207 Statistics for the Sciences (Three credits.)

MATH 141 Elementary Functions (Four credits. Not necessary if student has had high school calculus or pre-calculus.)

MATH 151 Calculus I (Four credits.)

CATA 335 Argumentation (Three credits.)

SOCI 343 Sociology of Development (Three credits.)

SENIOR RESEARCH from an approved department of choice (Three to four credits.)

■Electives:

Students with an interest in policy/advocacy are encouraged to consider the following electives. However, none of these is required.

ECON 310 Regulation and Legislation

ECON 340 Economics and Law

ECON 370 Public Finance

FREN 252 Culture, Folklore, and Historical Background of the French-speaking World

POLS 311 Parties and Interest Groups

RELG 206 Moral Issues Religious Perspectives on

CATA 205 Persuasion

CATA 208 Advanced Public Speaking

CATA 302 Small Group Communication

SOCI 102 Social Problems

SOCI 327 Sociology of Medicine

SOCI 341 Urban Sociology

SPAN 252 Culture, Folklore, and Historical Background of the Spanish-speaking World

PHIL 310 Environmental Ethics

Students with an interest in science are encouraged to consider the following

electives. However, none of these is required.

BIOL 315	Field Zoology
BIOL 201	Field Botany
CHEM 230	Organic Chemistry II
MATH 152	Calculus II
PHYS 103	Astronomy
PHYS 130	Introductory Physics I
PHYS 132	Introductory Physics II
PSYC 201	Research Methods I

ENVIRONMENTAL POLICY MINOR

Students must complete the FOUR courses listed below in group A plus any TWO of the courses listed below in group B. ECON 200 is a prerequisite for the other ECON courses listed. **Environmental Science majors may not minor in policy.** The minor is designed to complement students majoring in other fields such as business, political science, etc.

Group A

ECON 200	Principles of Economics (Four credits.)
ECON 380	Environmental Economics (Three credits.)
POLS 375	Environmental Politics (Three credits.) Prerequisite: one of the following: POLS 100/103/200.
SOCI 343	Sociology (Three credits.)

Group B

ECON 310	Regulation and Legislation (Three credits.)
ECON 340	Economics and Law (Three credits.)
ECON 370	Public Finance (Three credits.)
ENVI 218	Applied Hydrogeology (Four credits.)
POLS 311	Parties and Interest Groups (Three credits.)

ENVI 103. Introduction to Environmental Science. The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Laboratory sessions include field trips to study human impacts on our environment and group projects and discussion aimed at critical analysis of current environmental topics. (Three credits)

ENVI 218. Applied Hydrogeology. An applied approach to the analysis of the hydrologic cycle with an emphasis on the physical properties, transport, use and contamination of surface water and groundwater. Includes laboratory and field experiences. Prerequisite: MATH 141, or consent of instructor. (Four credits.)

GENERAL INFORMATION

1. Emphasis of the Program

The aim of the Environmental Science major is to give students a solid foundation in the natural sciences (including mathematics) and social sciences that pertain to environmental issues and problems. The program is interdisciplinary, requiring students to take courses in at least eight different departments. Several of the courses (Hydrogeology, Environmental Economics, Environmental Politics) were designed specifically for the program. Other course work includes classes such as Ecology, Calculus, Statistics, Analytical Chemistry, Population, and Argumentation. Additionally, all participants in the program are required to complete an independent research project.

Although not all students choosing to major in Environmental Science are

necessarily interested in pursuing scientific careers, all should have a firm foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, advocates, etc. (if those are careers they aspire to) than if they lacked training in the sciences. And they will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas.

On the other hand, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

2. Equipment/Facilities

Because the program is interdisciplinary, it makes use of classrooms, labs, etc. throughout the campus. However, two laboratories in the Haldeman-Thiessen Science Center have been designated specifically as Environmental Science rooms; one of the labs is reserved for seniors in the program doing independent research.

The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is quite well equipped to support the natural science component of the major.

The college maintains an **Ecological Field Station** on the banks of the Mississippi River, about 30 minutes from campus. Two boats, both with 20-hp motors, are stored at the station for use in aquatic work on the Mississippi or on local lakes. The location of the station gives us easy access to the river and to a variety of terrestrial environments (e.g., deciduous forest, conifer plantations, agricultural). A variety of field sampling and collecting gear is stored at the station, including live-capture traps for birds and mammals and new instrumentation for water analysis.

Newly acquired property within a 15-minute walk of campus dedicated as the **LeSuer Nature Preserve** is also used for field studies, course projects, and senior research. Several acres are being restored to native prairie and a large stream bisects the area. Riparian and flood plain forest also offer abundant opportunities for research in the expanding field of ecological restoration.

The college also maintains a small, fresh-water pond and a native prairie plot for field projects. More information on these areas can be found under the BIOLOGY department heading in this catalog.

3. Career Opportunities

The Environmental Science major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. The major is solid but it cannot prepare all students equally well for all careers. For example, if a student is interested in environmental geology, the program will not serve him/her that well because there will be no geology courses (other than hydrogeology) to back it up. On the other hand, the program would prepare a student well for further study or work in other areas (for example, environmental chemistry). Therefore, we think it is important for students as soon as possible to attempt to define their interests in the environment. What is it they hope to do? environmental monitoring? toxicology? engineering? natural resource manage-

ment? advocacy? law? politics? Do they hope to go directly into employment? or into graduate/professional school? Depending on the students' specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.

4. Off-campus Programs and Field Trips

ACM Wilderness Field Station program—a summer academic program conducted in the Boundary Waters of northern Minnesota and southern Ontario. Students register for a single course (e.g., Ornithology, Mammalogy, Vertebrate Behavior, Conservation Biology, Aquatic Biology, Environmental Ethics) and do extensive field and laboratory work while immersed in a wilderness setting. Nearly all courses involve a 7-10 day canoe trip deep into the Quetico-Superior wilderness of Minnesota and Ontario.

ACM Tropical Field Research program—a semester-long program in Costa Rica. A month-long orientation prepares students through intensive language training and review of field methodology. Thereafter, students can conduct research in a diversity of Costa Rica's ecological zones.

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany) make frequent use of the Ecological Field Station, LeSuer Nature Preserve, the Spring Grove Prairie and other local settings. There are also occasional weekend trips to such places as Indiana Dunes National Lakeshore and Horicon National Wildlife Refuge.

HISTORY

William L. Urban, Professor, Chair
George F. Arnold, Professor, Dean of Faculty
Daniel Barclay, Lecturer
Tom Best, Lecturer
Simon Cordery, Lecturer
Stacy A. Cordery, Associate Professor; Curator, College Archives
Tom Sienkewicz, Professor
David J. Suda, Professor

■**History Major.** A major in History consists of the western civilization sequence (101, 102, 103), at least one (three credit hour) course in American and in non-Western history, HIST 300 (the "capstone" course of the department), and twelve additional credit hours in history. Majors who wish to be candidates to graduate with departmental honors must take HIST 420. History majors are encouraged to participate in an off-campus program.

■**History Minor.** A minor in History consists of fifteen credit hours, including two courses from the western civilization sequence, and one course each in United States, European and non-Western, or HIST 300.

■**Teacher Certification.** History majors preparing to teach at the secondary level are required to complete the major cited above and to include HIST 111 and 112, at least one junior-level course in United States history, and three courses in world history. The State of Illinois requires a minimum of 32 hours of history. Students who plan to teach are advised to complete a minor in another department so they will be prepared to teach in more than one area. The additional requirements for certification are described in the Education Department section of the catalog and must include EDUC 341.

HIST 101. Western Civilization I. The Ancient World to the Renaissance. A survey of the ancient middle east, classical Greece and Rome, the early Christians, the Middle Ages and the Renaissance, during which time were formed many of the institutions and ideas that characterize European civilization. Emphasis on geography, political and religious systems, and social change.

HIST 102. Western Civilization II. From the Reformation through the French Revolution. A survey of the Renaissance and the Reformation, the Counter-Reformation, the Age of Science, the Enlightenment, and the Revolutionary Era. Emphasis on geography, new concepts in religion, science and philosophy, and the development of the modern state.

HIST 103. Western Civilization III. 19th and 20th Centuries. A survey from the formation of the modern nation-states to the present, from the beginnings of modern colonialism to the post-colonial era. Emphasis on economic and cultural change, new political systems, and the creation of the world we know today.

HIST 105. History Through Movies: Topic. This one-hour course explores how a particular theme or issue that has been represented in popular mainstream movies. The course will meet one evening a week for ten weeks for a short lecture on the movie, to view the movie, and to discuss it. The course may be repeated once, when the topic is changed. (One credit.)

HIST 110G. American History 1492-1750. An investigation of the reasons why early modern Europeans undertook what

became the conquest of the Americas, how the Spanish, French, and English interacted with the Native Americans they encountered, the different systems of slavery and the experiences of later immigrant groups. Uses extensive audio-visual materials. Film lab. (Three credits.)

HIST 111G. United States History 1750-1900. A study of the main political, social, cultural, and economic developments in the late Colonial, early national, Civil War, and industrial eras until 1900. Film lab. (Three credits.)

HIST 112G. United States History 1900-Present. A study of political and social movements in the United States from 1900 to the present. Film lab. (Three credits.)

HIST 190. Introduction to Archival Work. A work experience in the college archives. How to handle materials, catalog them, and locate them for individuals and class use. The experience will normally be spread across the academic year. (One credit.)

HIST 200. History of Illinois. A video-based program of study designed for secondary-education majors who will be taking the state history exam. (One credit.)

HIST 202G. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. (Also POLS 202.) (Three credits.)

HIST 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. Offered in alternate years. (Also CLAS 211.) (Three credits.)

HIST 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Film lab. (Also CLAS 212.) (Three credits.)

HIST 240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Also CLAS 240G.) (Three credits.)

HIST 250. Special Topics. (One to three credits.)

HIST 251. Special Topics (One credit). May be repeated once as topics change.

HIST 290. Practicum in Archival Work. Study in the theory and practice of archival work. Involves supervision of students in 190. Usually offered in the fall. Prerequisite: HIST 190. (One credit.)

HIST 300. Historiography Seminar. A research and historiography seminar required of all history majors. Should be taken in the junior year. (Three credits.)

HIST 302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Also RELG 302.) (Three credits.)

HIST 303G. History of India and South Asia. Emphasizes the Hindu and Muslim

periods, the impact of British colonialism, the 20th century Nationalist movement, and the emergence of Pakistan. Attention is given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan are considered. (Also RELG 303.) (Three credits.)

HIST 304G. History of Sub-Sahara Africa. A study of tensions between tradition and modernity with emphasis on Western imperialism, Southern Africa, and the rise of African nationalism. (Three credits.)

HIST 305G. History of Mexico. Survey of Mexican history from the Indian civilizations to the present with an emphasis on the evolution of society from the two cultures of the colonial period to the Mestizo culture of today. Film lab. (Three credits.)

HIST 306G. The Enlightenment. A study of the literature, philosophy, art, and music of the period 1600-1800. (Three credits.)

HIST 307G. Modernism and the Great War. Covers the period from c.1890 to 1939, focusing on the First World War as the defining event of the period. Emphasis is on the complementarity of social and political conditions, and cultural and intellectual concerns. (Three credits.)

HIST 308G. 19th-Century Arts and Letters. An interdisciplinary study of the romantic era combining art, music, literature, and philosophy. Offered in alternate years. (Three credits.)

HIST 309G. Russian Cultural History. An overview of the cultural history of the former Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the Soviet Union. Topics include: pre-revolutionary developments, avant-garde modernism of the revolution and the 1920s, socialist realism, censorship and samizdat, émigré art and artists, glasnost, and the arts. (Three credits.)

HIST 313. History of American Education. A study of the evolution of the public schools and higher education emphasizing problems of the 20th century. Open only to juniors and seniors in the teacher education program. (Three credits.)

HIST 314. Civil War.A survey of the War Between the States, using documents of the government depository in the Hewes Library. Film lab. (Three credits.)

HIST 315. Wild West. A survey of the trans-Mississippi West from 1790 to 1890, using literature and materials from the government depository in the Hewes Library. Film lab. (Three credits.)

HIST 316. World War II. A survey of the world conflict emphasizing its watershed importance for modern times, especially its impact on United States society and America's view of its role in world politics. Film lab. (Three credits.)

HIST 320. Independent Study. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor. (One to three credits.)

HIST 322G. Medieval History. Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations. Film lab. (Three credits.)

HIST 323. The Renaissance. A study of social and political life with considerable attention to the cultural contributions of the period. Concentration on the Italian Renaissance, especially Florence. (Three credits.)

HIST 335. Hitler, Stalin and The Totalitarian Era. A study of the principal tyrannies that have shaped the modern world; concentration on the Soviet Union, Nazi Germany, and People's Republic of China. Film Lab (Three credits.)

HIST 330. Biography and United States History. This class will study the lives of prominent individuals in United States social, cultural, and political history; critically analyze the history of biography; and investigate how history comes to be written by examining those who have been the subject of scholarly biographies and those who have not. Prerequisite: HIST 111G or HIST 112; or permission of instructor. Course may be repeated for credit as topics vary. (Three credits.)

HIST 340. The Vietnam Era. United States History in the era of the Vietnam War: military and political history, civil rights, and popular culture. Audio-visual materials and the government document collection emphasized. Film lab. (Three credits.)

HIST 358. Family History and Genealogy. Social history of the United States from 1900, methods of genealogical research and writing. Students write their own family histories. Film lab. (Three credits.)

HIST 370. Women in United States History. A survey of women's historical experiences in the United States from the American Revolution to the present, this course will examine the methodology of women's history, demonstrating its similarities with and important divergences from traditional approaches to the past. One important goal of the course is to examine women's history as both an integral part of United States history and as a unique subject of historical investigation. Prerequisite: Either HIST 111G or HIST 112, or permission of the instructor. (Three credits.)

HIST 390. Independent Practicum in Archival Work. Internship, usually involving experience working in an off-campus archive. Prerequisite: HIST 290. (One credit.)

HIST 420. Honors Project. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: HIST 300 and consent of the instructor. (Three credits.)

INTERDISCIPLINARY STUDIES

INTR 101G. Freshman Seminar. A seminar required of all freshmen and taught by faculty from a number of different disciplines. Theme-related texts in the course raise basic questions about the variety of human experience, and about personal and shared values and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied. (Four credits.)

INTR 201G. Comparative Societies. A historical and cross-cultural introduction to the great variety of ways people organize their social lives. The course includes consideration of differences between so-designated more developed and less developed ("third-world") countries. Emphasis ranges from broad historical analyses, such as the transformation of societies from rural agricultural to urban industrial, to focused comparison of selected aspects of everyday life in different types of societies. Sophomore standing. (Three credits.)

INTR 210. Freshman Seminar Associates. Students will assist Freshman Seminar instructors in the conduct of the seminar. Such assistance may involve: attending convocations and leading student discussions on convocation presentations; leading discussion of a text in the seminar; reading student papers; offering writing tutorial help to students enrolled in Freshman Seminar; participating in special projects such as panels, symposia, workshops, etc. Each student will be asked to prepare a short, evaluative paper on the experience at the end of the semester. Open to sophomores, juniors, and seniors. Prerequisites: Academic good standing and a B grade or better in Freshman Seminar at Monmouth College and permission of instructor. Limited enrollment: one associate per section of Freshman Seminar. (Two credits.)

ISSUES AND IDEAS

Courses in this area fulfill the senior general education requirement. A student is required to take one course from those listed below.

ISSI 402. Classical Mythology and Religion. Considers the meaning of myth and religion in Graeco-Roman society. Discusses various theories of myth, including rationalism, charter myths, and myths as ritual justification. Surveys various aspects of Greek religion, especially mystery religions like the cult of Demeter at Eleusis and the worship of Dionysus. Prerequisite: Senior standing. (Three credits.)

ISSI 408. Personal Identity. An examination of the biological, behavioral and social foundations of the sense of personal identity. The course considers the ways in which personal identity may be a gift, a biological imperative, a challenge, a distraction, a social creation, or an illusion. The multiple anchors of our identity in memory, body, society and immediate experience are explored.

ISSI 410. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various interrelated issues ranging from ethical to metaphysical, including "Do we have an obligation to natural objects?", "If there should be an environmental ethic, what kind of ethic should it be?", etc. Students will have opportunities to develop and express their own views on these issues. (Also PHIL 310 and RELG 310.) Prerequisite: Senior standing. (Three credits.)

ISSI 413. Suffering, Evil, and Hope. Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. Features classic texts, novels, and film. Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also PHIL 413.) (Three credits.)

ISSI 414. Economy, Community, and Ethics. Economic issues increasingly dominate our lives as we enter the twenty-first century. This course examines moral and ethical issues related to living and laboring in a global economy. What resources do the Judeo-Christian traditions provide for navigating an economically interdependent world? Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also RELG 414.) (Three credits.)

ISSI 415. Faith & Solidarity: American Perspectives on Religion, Ethics and Politics. This seminar provides students with the opportunity to think about the relationship between religion, ethics and politics in the American context through closed reading of texts by classic American philosophers, including Henry David Thoreau, Ralph Waldo Emerson, William James, Josiah Royce and John Dewey, as well as the writings of contemporary pragmatists like Richard Rorty and Cornel West. The course examines the development of the culture of individualism and engages criticisms and concerns about the effect of individualism on the forming and sustaining of communities. Along the way, we look at such themes as

loyalty and patriotism; democracy and religious pluralism; race and gender, self-expression and communal identity. The course also explores the religious and political functions of music (spirituals, blues, jazz).

ISSI 426. Feminist Approaches to Literature and Society. An application of feminist critical theories to the examination of social constructs present in literary works and in social problems.

ISSI 433. Liberty. This course examines the history of the pursuit of freedom with an emphasis on relating current issues such as abortion, the death penalty, taxation, gun control, affirmative action, immigration, welfare reform, the role of government, and school vouchers to the pursuit of freedom. (Three credits.)

ISSI 434. War and Peace. A study of the causes and results of war, efforts to bring about a peaceful and orderly society, and reasons for the persistence of armed conflict. Prerequisite: Senior standing. (Three credits.)

ISSI 435. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Lock, Rousseau, Marx, and Mill. (Also POLS 411 and PHIL 411.) Prerequisite: Senior standing. (Three credits.)

ISSI 436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on the need for models (plots, paradigms, myths) in defining our existence. (Also PHIL 336.) Prerequisite: Senior standing. (Three credits.)

ISSI 437. The New Individual: Narcissus and the Faceless Man. A study of individualism and conformity emphasizing the origins of the tradition of pessimism in modern American thought. Includes discussion of anarchism, conformity, authoritarianism, and totalitarianism contrasted with the ideal of the well-rounded individual of the liberal arts tradition. Includes readings from history, philosophy, and literature. Prerequisite: Senior standing. (Three credits.)

ISSI 444. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also POLS 244G.) Prerequisite: Senior standing. (Three credits.)

ISSI 468. The Arts in Society. The arts examined critically from the perspective of the values which they embody, express, and communicate. Topics include: freedom and creativity; the autonomous value of the arts; art and the sacred; the arts in relation to the civic environment (urban design, education, censorship, pornography, political revolution, patronage, and kitsch). Prerequisite: Senior standing. (Three credits.)

ISSI 470. Biotechnology and Human Values. A course designed to study the impact, tends and implications of biotechnology on modern culture. The biological history and development of the phenomenon will also be considered. Prerequisite: Senior standing. (Three credits)

ISSI 472. Fiction and Industrial Society. An investigation of issues and

questions of value raised by selected 19th- and 20th-century novels that focus on modern industrial society. Prerequisite: Senior standing. (Three credits.)

ISSI 474. Economic Policy Alternatives and Citizen Welfare. An analysis of the social and economic conditions of a variety of nations across the world and the governmental policies that produced them. Policies examined include national labor-management policy, educational institutions, wage and price controls, insurance programs, pension planning, rules that protect domestic industry, work week rules, overtime customs, contract and property rights protections, environmental rules, and national policies on antitrust, government regulation and competition. The course will examine the variety of governmental poli-cies different nations have followed to a economic success.

ISSI 477. Energy Resources. Study of the geologic, economic, and socio-political implications of locating, recovering, utilizing, as well as the disposing of the wastes from the use of the earth's energy resources. The effects of population growth and the demands from industrial development will be considered. Prerequisite: Senior standing. (Three credits.)

ISSI 479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also RELG 479.) (Three credits.)

ISSI 480. Evolution of Human Behavior. An exploration of the application of evolutionary theory to explain human behavior, beginning with an overview of the process of evolution and research in animal and human behavior. Abuses of neo-Darwinian explanations (e.g. social Darwinism, progressive evolution, racism, sexism) will be contrasted with the potential benefits of such an approach to understanding human behavior. Broader philosophical implications of applying naturalistic explanations to human behavior will be discussed. Prerequisite: Junior standing. (Three credits.)

ISSI 485. Ethics in an Information Society. The course is intended to increase students' awareness of social and ethical issues which arise as a result of the use and influence of computers and computing and to encourage students to examine their own personal value systems in the context of the use of computer technology in modern society. The course is open to senior students regardless of their majors. Prerequisite: Senior standing or permission of instructor. (Three credits.)

MATHEMATICS AND COMPUTER SCIENCE

Lyle L. Welch, Professor, Chair
Marjorie E. Bond, Associate Professor
Jeffrey Dickerson, Associate Professor
Howard Dwyer, Assistant Professor
Joanne Eary, Visiting Assistant Professor
Peggy Kulczewski, Lecturer
Sharon Lomax, Lecturer
Mary McDermott, Lecturer
Marta M. Tucker, Professor

MATHEMATICS

The career of a mathematician in all of its various forms has been rated as one of the top five jobs by *The Jobs Rated Almanac.* Mathematicians are typically held in high regard on the basis of their demonstrated proficiency with numbers and formulas, and with logical problem-solving skills. Careers for mathematics majors cover a wide range of opportunities. Mathematicians are employed by banks, investment companies, and insurance companies where quantitative skills are essential. Mathematics teachers continue to be in demand.

The curriculum in mathematics offers courses in a variety of areas including: calculus, discrete mathematics, linear and modern algebra, geometry, probability and statistics, and mathematics modeling. A mathematics education component is available for students interested in a teaching career.

■**Mathematics Major.** The Mathematics major requires a minimum of 36 semester hours and has two components. The first component consists of courses required of all majors:

Required courses include: MATH 151 (or equivalent), 152, 241, 253, 260, 330 or 420, COMP 161 (or equivalent)

The second component requires the completion of one of the following four tracks and additional mathematics courses at the 300 level (except 324) in order to meet or exceed the requirement of 36 semester hours.

1. Applied: 254, 301, 323
2. Statistics: 207, 339, 345
3. Graduate school preparation: 301, 311, 317
4. Secondary Education: 207, 317, 339 (course substitutions in any of the tracks must be approved by the department)

■**Teacher Certification.** Those preparing for secondary level Mathematics teaching must complete the major as specified above and MATH 324. The additional requirements for certification are described in the Education Department section of the catalog.

■**Mathematics Minor.** The mathematics minor requirement includes: one course in Calculus, MATH 241 or 260, three semester hours at the 300 level, and additional mathematics courses at or above the 150 level (except 324) in order to meet or exceed the college requirement of 15 semester hours of work in mathematics.

MATH 104. Introduction to Mathematics. An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, sets, probability, statistics, trigonometry, geometry, and number theory. The course is intended for non-majors. (Three credits.)

MATH 106. Elementary Statistics. A study of the methods of describing and analyzing data and an introduction to statistical inference with applications. Topics include mean and variance, data

displays, normal distribution, correlation and regression, and test of significance for means and proportions. (Three credits.)

MATH 110. Mathematics for Elementary Education. A study of the number systems of arithmetic, the natural numbers, the rational numbers, statistics, problem solving, and strategies for teaching elementary mathematics. Prerequisite or Co-prerequisite: EDUC 200. (Three credits.)

MATH 141. Elementary Functions. A pre-calculus study of polynomial, circular, exponential, and logarithmic functions. Prerequisite: Three years of college preparatory mathematics. (Four credits.)

MATH 151. Calculus I. A study of the calculus of functions of a single variable. Prerequisite: Four years of college preparatory mathematics or MATH 141. (Four credits.)

MATH 152. Calculus II. A continuation of MATH 151. Prerequisite: MATH 151 or one year of high school calculus. (Four credits.)

MATH 207. Statistics for the Sciences. An introduction to statistical methods with examples and problems aimed toward the sciences. Topics include descriptive statistics, experimental design, probability, basic statistical inference. Chi-Square analysis, analysis of variance, correlation, and simple and multiple regression. Prerequisite: Four years of college preparatory mathematics or MATH 106 or permission of instructor. (Four credits)

MATH 241. Linear Algebra. A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: MATH 151. (Three credits.)

MATH 253. Calculus III. A study of the calculus of functions of more than one variable: including partial differentiation and multiple integration. Prerequisite: MATH 152. (Three credits.)

MATH 254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: MATH 152. (Three credits.)

MATH 260. Discrete Structures. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. (Three credits.)

MATH 301. Advanced Calculus. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Offered in alternate years. Prerequisite: MATH 253. (Three credits.)

MATH 311. Introduction to Modern Algebra. A study of groups, rings, and fields plus their applications. Offered in alternate years. Prerequisite: MATH 152 and 241. (Three credits.)

MATH 317. Geometry. A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Offered in alternate years. Prerequisite: MATH 152. (Three credits.)

MATH 323. Numerical Analysis. An introduction to numerical algorithms. Methods will include finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Offered in alternate years. Prerequisite: MATH 152 and COMP 161. (Three credits.)

MATH 324. Mathematics Methods for Secondary Teachers. A study of the philosophy and methods of teaching mathematics in junior and senior high school. Co-prerequisites: MATH 317, EDUC 340. (Three credits.)

MATH 330. Mathematics Modeling. A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: MATH 241 and senior standing. (Three credits.) (Math-Education majors may take this course in the junior year.)

MATH 339. Probability and Statistics. An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Offered in alternate years. Prerequisite: MATH 207 or 106 and MATH 152 (Three credits.)

MATH 345. Linear Regression and Analysis of Variance. . A data-analytic course. A study of simple and multiple linear regression and basic analysis of variance (ANOVA). Topics include: residual diagnostics, model validation, model building, computation and interpretation for one- and two-way ANOVA, and multiple comparisons. May include factorial ANOVA, analysis of covariance, repeated measures, and/or some experimental designs. Applications include use of computers. Prerequisites: MATH 106 or 207 or PSYC 201 or consent of instructor. Desired but not required MATH 151 or 152. (Three credits)

MATH 350. Topics in Mathematics. Possible topics include number theory, topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest. Prerequisites: MATH 152 and consent of the instructor. (Three credits.)

MATH 420. Independent Study and Seminar. A study of selected topics in advanced mathematics. Prerequisite: MATH 311. (Three credits.)

COMPUTER SCIENCE

Computer Science is a rapidly growing and ever-changing field that is primarily concerned with software design and development. Study in the field of Computer Science develops one's abilities to think logically and promotes excellent problem solving skills. With this preparation, Computer Science graduates continue to be in high demand.

The Computer Science major at Monmouth College is designed to prepare students for careers in the field of Computer Science by providing a high-quality undergraduate Computer Science major within a liberal arts setting. The department's goal is to prepare students for entry-level positions and also to assist them in building a strong foundation of knowledge that is necessary for graduate study and for lifelong learning. The curriculum emphasizes problem solving and provides students with a combination of theory and practical experience as well as introducing ethical and social issues that relate to the discipline.

■**Computer Science Major.** A major in Computer Science consists of a minimum of 36 semester hours consisting of the following:

COMP 161, 163, 230, 400
MATH 241 and 260
Additional computer science courses

with numbering above 300

In addition to these requirements, the department recommends the completion of a college level calculus course.

■ **Computer Science Minor.** The Computer Science minor requirement includes: one course in a programming language, COMP 163, three semester hours at the 300 level, and additional computer science courses at or above the 230 level to meet or exceed the college requirement of 15 hours of work in computer science.

COMP 160. Fundamentals of Computer Science. An introduction to the field of computer science with emphasis on programming. Students will be asked to write programs in at least one high level language. In addition to programming, the course will include a brief introduction to various topics that make up the computer science discipline. These topics may include, but are not limited to computer logic, computer architecture, operating systems, and compilers. In addition topics such as history of computing, careers in computing, and social impact of computing will be covered. This course is intended for students with no previous computer programming experience. (Four credits.)

COMP 161. Introduction to Programming. An in-depth introduction to the design, development, and implementation of computer programs. Topics include structured and object oriented programming methodologies, programming language features, primitive and structured data types, data and sequence control mechanisms, subprograms and parameters, recursion. Students experiment with basic concepts during regularly scheduled laboratory sessions. Prerequisite: COMP 160 or equivalent experience.

COMP 163. Data Structures with Pascal. Definition, implementation and application of data structures and their operations. Topics include abstract data types, object oriented programming, recursion, efficiency analysis, algorithms, sorting and searching. Students experiment with basic concepts during regularly scheduled laboratory sessions. Prerequisite: COMP 161.

COMP 200. Programming in a Second Languauge. An introduction to programming in a second high-level language. Students who have already mastered programming in at least one computer language will learn the structure and syntax of the selected language for this course. May be repeated using a different language. Prerequisite COMP 163. (One credit.)

COMP 230. Computer Architecture and Organization. An introduction to the architecture and organization of computer systems emphasizing the standard von Neumann model and moving forward to alternative concepts such as multiprocessor systems. Topics include digital logic, data representation, assembly language, memory systems, I/O interfaces. Prerequisites: COMP 163 and MATH 260. (Four credits.)

COMP 310. Database Theory and Design. An introduction to the concepts and techniques of database systems. Includes history and motivation of database systems, data modeling, rational database, SQL, transaction processing, distributed databases. Prerequisites: COMP 163 and MATH 260. (Three credits.)

COMP 315. Scientific Programming in FORTRAN. A study of the applications of FORTRAN in writing programs for use in

the sciences. Prerequisite: COMP 161. (Three credits.)

COMP 320. File Structures. A study of the various organizations and access methods of computer files and file systems. Theory, algorithms, and performance efficiencies are emphasized. Prerequisite: COMP 163. (Three credits.)

COMP 325. Organization of Programming Languages. A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: COMP 163 and 230. (Three credits.)

COMP 335. Systems Analysis and Design. Includes building and describing a logical model of a system, top-down design of modular structures, and database management. Prerequisite: COMP 163. (Three credits.)

COMP 340. Analysis of Algorithms. A study of the design and analysis of computer algorithms. Topics include asymptotic analysis, efficient algorithm design, sorting and order statistics, hashing, binary search trees, graph algorithms, matrix multiplication, and NP completeness. Prerequisites: COMP 163, MATH 260. (Three credits.)

COMP 345. Operating Systems. Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: COMP 163 and 230. (Three credits.)

COMP 350. Topics in Computer Science. Possible topics include other programming languages and artificial intelligence. May be repeated for credit with different topics. Offered when there is sufficient student interest. Prerequisites vary according to the topic studied. (Three credits.)

COMP 400. Senior Project. A semester long project involving the development of a software and/or hardware system or the theoretical study of an approved topic. These projects will normally be done in groups. Prerequisite: COMP 163, 190, 230, and senior standing. (Three credits.)

COMP 420. Independent Study. An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor. (Three credits.)

COMP 450. Internship in Computer Science. An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. Prerequisite: Senior standing and prior approval of the department. (Three credits.)

MILITARY SCIENCE

A student enrolled in the military science program seeking a commission in the U.S. Army Reserve may major in any recognized discipline within the College.

The military science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military.

■Requirements for Commission.

1. Completion of requirements for the bachelor's degree.
2. Department core in military science under the four-year program (21 semester hours).
   a. Introduction to MILS 101 and 102, or 113 (two semester hours).
   b. Basic MILS 201 and 202 (four semester hours).
   c. Intermediate MILS 301 and 302 (six semester hours).
   d. Advanced Summer Camp (six semester hours placement credit).
   e. Advanced MILS 401 and 402 (six semester hours).
   f. Maintain a C average in intermediate and advanced military science courses.
   g. ISSI 434 (three semester hours).
3. Departmental core in military science under the two-year program (21 semester hours).
   a. Basic Summer Camp or equivalent training (six semester hours placement credit).
   b. Intermediate MILS 301 and 302 (six semester hours).
   c. Advanced Summer Camp (six semester hours placement credit).
   d. Advanced MILS 401 and 402 (six semester hours).
   e. Maintain a C average in intermediate and advanced military science courses.
   f. ISSI 434 (Three semester hours).
4. Maintain a College cumulative grade-point average of 2.0 or better.
5. Meet prescribed medical fitness standards.

■Advanced Placement. Students with prior military service or those who have completed one or more years at a service academy or basic and advanced individual training (ARNG, USAR) will receive credit for advanced placement.

■Extracurricular Activities. A variety of extracurricular activities is offered for all students enrolled in military science. Many involve team competition with other universities.

■Reserve Officers' Training Corps (ROTC). The ROTC program offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program, a modified four-year program, and a two-year program.

■Four-year Program. The normal progression to a commission is the four-year program. It consists of a basic course (first two years) and an advanced course (second two years). College academic credit is earned for all course work satisfactorily completed.

•BASIC COURSE. Basic Course enrollment is limited to freshmen and sophomores. (The permission of the department chair is required for other students.) In the spring of each year, freshmen and sophomores compete for several federal ROTC scholarships. Basic Course students are not required to wear uniforms or obtain haircuts. Basic Course students do not incur any military obligation. During the period of the Basic Course, the students decide whether they want to enter the Advanced Course. The military science department evaluates their

qualifications and determines their eligibility for acceptance.

•ADVANCED COURSE. Advanced Course students include all students who have successfully completed the Basic Course or received credit for the Basic Course under one of the other options discussed below. Entry into the Advanced Course is a joint decision by the student and the military science department.

Requirements include being of good character, a loyal U.S. citizen, under 28 years of age, medically qualified, not a conscientious objector, having more than a 2.0 cumulative grade-point average, and passing an entrance test. Students entering the Advanced Course sign a contract with the government and earn $150 tax free each month during their last two years of college (up to $3,000). They continue to compete for numerous federal scholarships. Advanced Course students do incur a military obligation in either the Reserves, National Guard, or Active Army. The length of obligation varies depending on the type of commission taken. Students can be guaranteed Reserve Forces duty. Course work for the Advanced Course spans two years. Advanced Course students also attend an Advanced Summer Camp of five weeks duration, normally between their junior and senior years. Students receive pay, travel pay, and board and room while attending the camp.

■**Two-year Program.** The two-year program permits the student to enter the Advanced Course after successful completion of the ROTC Basic Summer Camp. The ROTC Basic Camp is approximately five weeks long and provides military training in such subjects as leadership, rappelling, map reading, rifle marksmanship, physical training, tactics, communications, first aid, and water survival. The student attending ROTC Basic Camp is paid to attend and receives free lodging, meals, and college credit (six elective hours). There is no service obligation connected with the camp. The camp is designed to provide the student with Basic Course credit. Students wishing to attend the Basic Camp should apply early in the spring semester.

■**Advanced Placement Credit.** Veterans, prior service students, junior ROTC students (three or more years), and National Guard or USAR members may receive advanced placement credit for the Basic Course.

■**Financial Aid.** During the last two years of military science, contracted Advanced Course students receive a total living allowance of approximately $3,000 tax free. This subsistence allowance is received in $150 monthly installments during the school year. Simultaneous Membership Program cadets also receive pay from their Reserve or National Guard unit.

■**Commission as a Second Lieutenant.** Students who successfully complete all requirements of the ROTC program are commissioned as second lieutenants. These commissionees fulfill their contractual obligations by serving in the Army Reserve, National Guard, or on Active Duty. Service in the Reserve or National Guard is an ideal way of blending a full-time civilian career with part-time service to the country as an officer. The military duties of these new officers cover the entire spectrum from infantry to medical service, including such options as aviation, personnel administration, finance, military intelligence, and military police. Many students delay their military duties to attend graduate school or to attain professional degrees. Students desiring further information should call Western Illinois University at 309-298-1161 and arrange for a meeting at the ROTC office.

MILS 101. Introduction to Military Science. A course designed to introduce students to Army ROTC and the organization of the U.S. Army and its role in American society. Teach fundamental concepts in leadership in both classroom and outdoor activities. Increase self-confidence through

optional activities in rappelling, leadership reaction course, and basic marksmanship. (One credit.)

MILS 102. Introduction to Military Science. A continuation of MILS 101. This course continues to build the knowledge base of soldier skills such as first aid, marksmanship, and writing. Expands a student's opportunity for and knowledge of leadership skills through basic drill, rappelling and the leadership reaction course. Prerequisite: MILS 101. (One credit.)

MILS 113. Introduction to Military Science. A combination version of MILS 101 and 102 for students entering the program in mid-year. (Two credits.)

MILS 201. Basic Military Science. Students participate in discussions of selected leadership principles and the methods of military instruction. Introduction to a leadership development program which assesses students using 12 leadership dimensions. Instruction in basic individual military skills. Prerequisite: MILS 102. (Two credits.)

MILS 202. Basic Military Science. Continuation of discussions of personal leadership development and individual military skills. Exercises in team building, small unit leadership techniques, and military map reading. Prerequisite: MILS 201. (Two credits.)

MILS 220. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

MILS 301. Intermediate Military Science. Theories and techniques of military leadership. Concentration on leader/group interaction, organizational demands, communication, and counseling. Practical opportunities to lead small groups, receive assessment, and lead in situations of increasing complexity. Application of leadership techniques in small unit tactics and preparation for Advanced Camp. Prerequisites: MILS 202 or Basic Camp and consent of the PMS. (Three credits.)

MILS 302. Intermediate Military Science. Continues methodology of Military Science 301. Tactical organization, operations and small unit leadership of rifle squad and platoon in the attack and defense. Written and oral presentation of operations orders, reports, and control systems. Proficiency in land navigation. Preparation for Advanced Camp. Prerequisite: MILS 301 and consent of the PMS. (Three credits.)

MILS 401. Advanced Military Science. Designed to prepare the cadet for transition to lieutenant. Students will learn the expectations of duties of the newly commissioned officer, including command and staff functions through classroom discussion. They will also function as a battalion level command and staff element. Military Science 401 will also continue to improve upon presentation skills, use of after action review/reports, understanding Army Training Doctrine, operation orders and military justice. Prerequisites: MILS 302 and consent of the PMS. (Three credits.)

MILS 402. Advanced Military Science. Culmination of the leader development process at the pre-commissioning level, preparing for the transition from cadet to lieutenant. Training is to solidify the commitment to officership, reinforce individual competencies, and offer practical leader experiences. Includes the study and application of oral and written communications, leadership/professional ethics, logistics and maintenance. Prerequisites: MILS 401 and consent of the PMS. (Three credits.)

MILS 420. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

MODERN FOREIGN LANGUAGES

Susan Holm, Professor, Chair
Shannon Alvarez, Lecturer
Shigeko Mato, Assistant Professor
Luisa Barbaro-Medrano, Lecturer
Mary Lois McCarnes, Lecturer
Sara Titus, Lecturer
Jacquelynn Urban, Lecturer
Tom Waldemer, Visiting Assistant Professor
Bruno Wambi, Visiting Assistant Professor

SPANISH

■ **Spanish Major.** A major in Spanish consists of a minimum of nine courses/28 semester hours beyond the 102 level. All Spanish majors must take SPAN 201 or equivalent, SPAN 210/220, and SPAN 212. Spanish majors must also take a proficiency exam following 210/220 and pass a comprehensive examination upon completion of the major before graduation.

Students planning careers in international business, government, or service should consult the department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■ **Spanish Minor.** A minor in Spanish consists of a minimum of five courses/16 semester hours beyond the 102 level. Spanish minors must also take a proficiency exam following 210/220.

■ **Teacher Certification.** Majors seeking certification in secondary education must complete a comprehensive major in Spanish as cited above. The State of Illinois will count SPAN 101 and 102 as part of the required 32 semester hours for certification although 101 and 102 do not count toward a major in Spanish. If students place out of 101 and/or 102 at Monmouth College, their transcript will indicate their proficiency at the 101 and/or 102 level. Thus, the proficiency test results will be allowed by the State of Illinois as the equivalent of having taken 101 and/or 102, for the sole purpose of counting courses since no credit will be given. Candidates must also complete the additional certification requirements described in the Education Department section of the catalog, and must include MFLG 460, Methods of Teaching Modern Foreign Language.

SPAN 101G. Elementary Spanish I. This course focuses on the essential elements of effective communication in the Spanish language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. (Four credits.)

SPAN 102G. Elementary Spanish II. A continuation of SPAN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: a passing grade in SPAN 101 or placement. The department strongly encourages a minimum grade of C- or above before proceeding to 102. (Four credits.)

SPAN 201. Intermediate Spanish. Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes intensive review of grammar as well as readings and discussions of Hispanic culture. Prerequisite: a passing grade in SPAN 102 or placement. (Four credits.)

SPAN 210. Conversation and Writing Practice. Comprised of Spanish conversa-

tion, based on more sophisticated readings, a grammar review and writing practice, aimed toward increasingly accurate oral and written expression. Prerequisite: SPAN 201 or its equivalent. (Three credits.)

SPAN 212. Advanced Grammar and Composition. Combines an intensive study of grammar with complementary writing projects designed to build and refine oral and written skills. Prerequisite: SPAN 210/220, its equivalent and/or consent of the instructor. (Three credits.)

SPAN 220. Proficiency in Spanish. (Taught in Spanish) This course helps students attain a functional level of oral proficiency in Spanish. Emphasis is placed on developing students' skills in listening and speaking. Prerequisites: SPAN 201, equivalent, or consent of instructor. Not offered as a separate course but only in conjunction with SPAN 210. (One credit.)

SPAN 252. Culture, Folklore, and Historical Background of the Spanish-Speaking World. A study of Spanish and Hispanic civilization and culture from Pre-Columbian times to the present. Conducted in Spanish. Prerequisite: SPAN 212 or consent of the instructor. (Three credits.)

SPAN 310. Introduction to Spanish Literature. A study of the genres of poetry, narrative, drama and essay. Introduction to literary analysis, using representative works of literature in Spanish. Prerequisite: SPAN 212 or consent of the instructor. (Three credits.)

SPAN 321. The Golden Age of Spanish Literature. An introduction to the Quijote and the poetry and drama of the Renaissance and Baroque periods. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 322. 19th-Century Spanish Literature. A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 323. 20th-Century Spanish Peninsular Literature. An examination of compelling works of literature as a reflection of 20th-century Spanish society. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 324. Spanish American Literature. An overview of Latin American literature with special emphasis on contemporary literature. Pre-requisite: Spanish 310 or consent of the instructor. (Three credits.)

SPAN 326. Topics in Spanish. A close study of a selected topic related to the Spanish language or literature. Previous topics have included Business Spanish, Focus on the Caribbean, Mexican Literature, Hispanic Drama, The Picaresque Novel. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

FRENCH

■ **French Major.** A major in French consists of a minimum of nine courses/28 semester hours beyond the 102 level. French majors must also take a proficiency exam following FREN 210/220, and must pass a comprehensive examination upon completion of the major and before graduation.

Students planning careers in international business, government or service should consult the department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■ **French Minor.** A minor in French consists of a minimum of five courses/16 credit hours beyond the 102 level. French minors must also take a proficiency exam

following FREN 210/220.

FREN 101G. Elementary French I. This course focuses on the essential elements of effective communication in the French language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. (Four credits.)

FREN 102G. Elementary French II. A continuation of French 101. Prerequisite: A passing grade in FREN 101 or placement. (Four credits.)

FREN 201. Intermediate French. A one semester intermediate course designed to enable students to attain a functional level of proficiency in French. The emphasis is on the development of oral-aural skills (speaking and listening). Prerequisite: FREN 102 or placement. (Three credits.)

FREN 210. Advanced Composition and Conversation. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study and written and oral composition aimed toward accuracy of expression. Prerequisite: FREN 201 or its equivalent. Offered only in conjunction with FREN 220. (Three credits.)

FREN 220. Proficiency in French. (Taught in French) This course provides students with a functional level of proficiency in French. Emphasis is placed on developing students' skills in speaking, writing, listening-comprehension and reading. Prerequisites: FREN 201, its equivalent, or consent of the instructor. Not offered as a separate course but only in conjunction with FREN 210. (One credit.)

FREN 250. Special Topics. May be repeated for credit. (Three credits.)

FREN 252. Culture, Folklore, and Historical Background of the French-Speaking World. This course is an introduction to different aspects of contemporary France: values, attitudes and beliefs. For a better understanding of both the high and popular culture, this course will also explore a number of political issues (the legacy of the occupation, decolonization, etc.) French civilization (history, literature and the arts) will be mainly treated as a means of better understanding present-day France. Prerequisite: FREN 201 or its equivalent. (Three credits.)

FREN 315. French Writing and Grammar. The aim of this course is to provide the grammatical knowledge and necessary grounding students need to comprehend complex readings and to write advanced papers in French. Prerequisite: FREN 210/220 or consent of instructor. (Three credits.)

FREN 321. *Explication de texte*. (Taught in French) Students will be introduced to various strategies for analyzing literary and non-literary texts. Students will also study the aesthetics and theory of literary expression. Selected texts range from the 18th through the 19th century. Prerequisite: FREN 315. Offered alternate years. (Three credits.)

FREN 332. Perspectives in French Literature (Theater/Prose/Poetry). (Taught in French) Organized by genre (theater, poetry, or prose) and by siècle (century), this course provides an overview of French literature and major literary trends through the study of representative works from various periods. May be repeated for credit under a different topic. Prerequisites: FREN 315 and 321. Offered alternate years. (Three credits.)

FREN 325. Business French. (Taught in French) The goals of this course are both linguistic and substantive. In addition to learning professional vocabulary, students will study the functioning and characteristics of the French business world. The following

topics will be covered: A) business letters, resume writing, interviews and job searching; B) overview of selected business cases; C) financial institutions; D) trade (etc.). Prerequisites: A good knowledge of basic French grammar and FREN 315. Offered alternate years. (Three credits.)

FREN 423. Perspective in French Literature (Love). (Taught in French) This course will address the relationship between love and desire as well as the representation of characters in love and characters loved, how female and male protagonists are portrayed as both active and passive at the same time. The selected works for this course range from the Middle Ages through the twentieth century. May be repeated for credit as topics vary. Offered alternate years. (Three credits.)

FREN 424. Francophone Literature. (Taught in French) Reading some of the most compelling literary representations of children growing up in Africa or Antillean milieu, we will focus on themes, motifs, symbols and other literary devices used to articulate their reflections, dilemmas, perplexities and choices. Colonialism, assimilation, identity, the other versus the self are some of the themes to be explored in this course. Offered alternate years. (Three credits.)

GERMAN

GERM 101G. Elementary German I. This course focuses on the essential elements of effective communication in the German language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

GERM 102G. Elementary German II. A continuation of GERM 101. Prerequisite: A passing grade in GERM 101 or placement. (Four credits.)

GERM 201. Intermediate German. A continuation of GERM 102 in which students complete their overview of German grammar and further develop their skills in speaking, listening, writing, and reading. Prerequisite: GERM 102 or placement. (Three credits.)

MODERN FOREIGN LANGUAGES

MFLG 220. Individual Study. Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language. (One to four credits.)

MFLG 250. Special Topics. May be repeated. Prerequisite: SPAN 212 or consent of the instructor. (Three credits.)

MFLG 320. Individual Study. Students arrange appropriate junior-level independent study projects with individual instructors in their major language. (One to four credits.)

MFLG 340. Introduction to Linguistics and Phonetics. A course designed for students interested in the structure and phonetics of modern languages. (Three credits.)

MFLG 420. Individual Study. Students arrange appropriate senior-level independent study projects with individual instructors in their major language. (One to four credits.)

MFLG 460. Methods of Teaching Modern Foreign Languages. A study of the methods of teaching modern foreign languages. Required for secondary certification. Co-prerequisite: EDUC 340. (Three credits.)

MUSIC

Perry White, Associate Professor, Chair
James E. Betts, Associate Professor,
Thomas Booth, Lecturer
Thomas Kasinger, Lecturer
Michael E. Sproston, Associate Professor
Carolyn Suda, Lecturer

■ Music Major.

•GENERAL MAJOR. The program for the general Music major includes MUSI 101, 121, 122, 221, 222, 321, 322, and 420; at least one course chosen from MUSI 203, 301, 302 , or 304; four credits in applied music; participation in MUSI 134, 181, 184 or 185 during each semester the student is enrolled on campus; and attendance at campus concerts and recitals. Music majors are required to demonstrate competence on the keyboard by passing an examination in functional piano. The major should consult with the department for additional policies.

The culminating experience for music majors is an independent study in the senior year consisting of an in-depth investigation of a topic chosen by the student in conjunction with the advisor.

•PERFORMANCE. Music majors who concentrate in performance must take an additional eight credits of applied music in their major instrument and present a half recital before the end of their junior year and a full recital before the end of the senior year. Other requirements for the general major apply.

■ Music Minor. The minor in Music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; one course chosen from MUSI 203, 301, or 302; one course chosen from MUSI 321 or 322; four credits in applied music (including two credits in piano if not the major applied instrument); and four credits in MUSI 134, 181, 184 or 185. In addition, attendance at campus concerts and recitals is expected each semester.

■ Teacher Certification. Students preparing for certification in secondary vocal-music education take MUSI 101, 121, 122, 221, 222, 252, 301, 313, 321, 322, 420, and eight credits of applied music, and present a half recital during their junior year as well as participate in MUSI 134, 181, or 184 during each semester the student is enrolled on campus. Other requirements for the general major apply to all music education majors.

Candidates must also complete the certification requirements described in the Education Department section of the catalog. Those students preparing for a special K-12 vocal certificate take MUSI 312 in addition to the vocal-music education program.

Students preparing for certification in secondary instrumental-music education take MUSI 101, 121, 122, 221, 222, 252, 253, 254, 255, 301, 314, 321, 322, 420, and eight credits of applied music, and present a half recital during their junior year as well as participate in MUSI 185 during each semester the student is enrolled on campus. Other requirements for the general major apply to all music education majors. Candidates must also complete the certification requirements described in the Education Department section of the catalog. Those students preparing for a special K-12 instrumental certificate must take MUSI 312 in addition to the instrumental-music education program.

Elementary education majors seeking middle school certification in music must take two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; one course from MUSI 321 or 322; MUSI 301; MUSI 312; four credits in applied music (including two credits in piano if not the major applied instrument); and four credits in MUSI 134, 181, 184 or 185.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour lesson per week with at least one hour of daily practice for one credit per semester. With instructor's consent, music majors or other advanced students may study for two credits per semester, requiring a one-hour individual lesson each week and at least two hours of daily practice.

As stated above, music majors are expected to demonstrate competence on the keyboard by passing an examination in functional piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly recommended for the freshman year as a basis for further study of music.

Odd-numbered courses carry one credit per term; even-numbered courses carry two credits.

145G. Piano. (One credit.)
146G. Piano. (Two credits.)
151G. Voice. (One credit.)
152G. Voice. (Two credits.)
155G. Strings—Cello. (One credit.)
156G. Strings—Cello. (Two credits.)
161G. Woodwinds. (One credit.)
162G. Woodwinds. (Two credits.)
165G. Brass. (One credit.)
166G. Brass. (Two credits.)
171G. Percussion. (One credit.)
172G. Percussion. (Two credits.)

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each carries one credit per semester.

131G. Jazz Band. (One credit.)
134G. Chamber Choir (One Credit)
181G. Chorale. (One credit.)
182G. Instrumental Chamber Music. (One credit.)
184G. Concert Choir. (One credit.)
185G. Wind Ensemble. (One credit.)
186G. Pipes and Drums. CR/NC. (One credit.)

COURSES

MUSI 101G. Introduction to Music. A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. Music majors or minors should enroll in MUSI 101 during their freshman year. (Three credits.)

MUSI 121. Theory of Music I. An introductory investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of skills in listening, singing, keyboard, composition, and analysis. (Three credits.)

MUSI 122. Theory of Music II. A continuation of MUSI 121 at the elementary level. Prerequisite: MUSI 121 or consent of the instructor. (Three credits.)

MUSI 203G. Evolution of Jazz. A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. (Three credits.)

MUSI 221. Theory of Music III. A continuation of MUSI 122 at the intermediate level. Prerequisite: MUSI 122 or consent of the instructor. (Three credits.)

MUSI 222. Theory of Music IV. A continuation of MUSI 221 at the advanced level. Prerequisite: MUSI 221 or consent of the instructor. (Three credits.)

MUSI 250. Special Topics. (Three credits.)

MUSI 252. String Techniques. A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (One credit.)

MUSI 253. Woodwind Techniques. A study of the techniques of playing the flute, oboe, clarinet, saxophone, and bassoon for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 122 (One credit.)

MUSI 254. Brass Techniques. A study of the techniques of playing the trumpet, horn, trombone, euphonium, and tuba for students preparing to music and elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 122 (One credit.)

MUSI 255. Percussion Techniques. A study of the techniques involved in playing the snare drum, bass drum, tympani, mallet instruments, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 122. (One credit.)

MUSI 301. Introduction to Conducting. An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups and keyboard exercises. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 302. Form and Analysis. An examination of the significant formal structures in Western tonal music through various analytical techniques. Offered in alternate years. Prerequisite: MUSI 222. (Three credits.)

MUSI 304. Orchestration. An exploration of the properties of musical instruments and voices and their combination in ensembles. Students analyze characteristic uses of instruments in standard literature and arrange music for a variety of performing groups, using computer techniques in this process. Offered in alternate years. Prerequisite: MUSI 222. (Three credits.)

MUSI 312. Teaching Music in the Elementary School. A study of music fundamentals, teaching skills, and teaching methods at different grade levels. Includes comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. Offered in alternate years. Prerequisite: MUSI 122 or consent of the instructor. (Three credits.)

MUSI 313. Music Education I. A study of the teaching and administration of vocal music in secondary schools. Topics include repertoire for vocal ensembles, the general music program, choral rehearsal techniques, the changing voice, and instructional problems. Offered in alternate years. Prerequisite: MUSI 222 or consent of instructor. (Three credits.)

MUSI 314. Instrumental Methods. A study of the teaching and administration of instrumental music in secondary schools. Topics include philosophy of group instruction, materials, equipment, organization, budgeting, and rehearsal techniques for band and orchestra. Offered in alternate years. Prerequisite: MUSI 222. (Three credits.)

MUSI 321. History and Literature of Music I. A study of music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 322. History and Literature of Music II. A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 420. Independent Study. Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: MUSI 322 or consent of the instructor. (Three credits.)

PHILOSOPHY AND RELIGIOUS STUDIES

Cynthia Coe, Assistant Professor, Chair
Matthew Altman, Assistant Professor
Kathleen Fannin, Chaplain
Hannah Schell, Assistant Professor

The department encompasses two disciplines that share a commitment to pursue the fundamental questions of human existence, particularly at the intersection of faith and knowledge, and to examine the various ways in which the traditions of philosophy and religion have answered these questions.

The philosophy program is designed to encourage students to think creatively and critically, to analyze important texts and issues in the history of philosophy, and to bring challenges and contemporary perspectives to that tradition. The term "philosophy," which literally translates as "love of wisdom," can be understood as the reasoned pursuit of truth. The breadth of the aim means that courses in philosophy range from considerations of how we should live to the nature of human knowing.

The academic study of religion is an integral part of a liberal arts education. Courses in ethics, the philosophy of religion, and the history of Christian theology challenge students to engage such issues as how religious commitment bears on one's ethical insights and how the divine has been understood, and what that entails for human life. The department offers courses in the study of sacred scripture, including the Hebrew Bible and the New Testament. Finally, the program is further designed to expose students to the rich history and variety of the world's religious traditions.

■ **Philosophy Major.** The Philosophy major consists of ten courses: Introduction to Philosophy (PHIL 101), Logic (PHIL 201), Ethics (PHIL/RELG 207), Classical and Medieval Philosophy (PHIL 305), Modern and Contemporary Philosophy (PHIL 307), a senior project (PHIL 450), and four elective courses in philosophy.

■ **Religious Studies Major.** The Religious Studies major consists of ten courses: two courses in the Bible (RELG 101 and 108), Ethics (PHIL/RELG 207) or Philosophy of Religion (PHIL/RELG 213), Topics in History of Christian Thought (RELG 200), a course in cross-cultural materials (such as RELG 210, RELG 244, or RELG 300), a senior project, (RELG 450), and four elective courses in religious studies.

■ **Philosophy Minor**. A Philosophy minor consists of five courses: Introduction to Philosophy (PHIL 101), Classical and Medieval Philosophy (PHIL 305), Modern and Contemporary Philosophy (PHIL 307), and two elective courses in philosophy.

■ **Religious Studies Minor**. A Religious Studies minor consists of five courses: Introduction to Old Testament (RELG 101) or Introduction to New Testament (RELG 108), Topics in the History of Christian Thought (RELG 200), a course in non-Western materials (such as RELG 300), and two elective courses in religious studies.

■ **Philosophy and Religious Studies Minor**. The joint minor consists of five elective courses, with at least two in each discipline, and at least one course above the 200 level; the set of five courses must be approved by the department chair when the minor is declared. The minor is not available to philosophy or religious studies majors and acts as an alternative to

both majors and both minors.

PHILOSOPHY

PHIL 101. Introduction to Philosophy. Many issues that we deal with in daily life are ultimately philosophical issues. Philosophy is defined as "love of wisdom." This course will lead students to explore some fundamental philosophical questions. These questions include: What is reality? What is knowledge? How do we know anything? What is good? What is truth? What is beauty? What is the foundation of human morality? Is morality absolute or relative? Does God exist? What is happiness? What is a person?, etc. Logical reasoning and argumentation will be strongly emphasized. Students will have opportunities to look into these issues and develop their own coherent views. No prior knowledge of philosophy is required. (Three credits.)

PHIL 201. Critical Thinking: Introduction to Logic. A study of fundamental distinctions required for effective reasoning such as definition, truth, validity, deduction, induction, and fallacies. We will focus on the application of procedures for testing the validity of arguments in concrete situations. (Three credits.)

PHIL 207G. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet interrelated ways of thinking critically about human action. The conversation and conflict between ethical frameworks which center on either human autonomy or divine authority will be explored. Issues include natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, whether there are moral facts, and the challenges of moral relativism. Specific moral issues may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites. (Also RELG 207.) (Three credits.)

PHIL 211. Philosophy of Education. The course will explore some of the following issues: What are education, learning, understanding, knowing, thinking, consciousness, the self, purpose, and creativity? How do these originate? What is teaching? How should teachers fulfill their role in the educational process? How is education related to the good life? What do we mean by choice and control? Should teachers exert control over what students learn and how they learn? How do philosophical assumptions about education affect how and what a teacher teaches? This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing. (Three credits.)

PHIL 213. Philosophy of Religion. Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, or proofs for the existence of God. No prerequisites. (Also RELG 213.) (Three credits.)

PHIL 250. Special Topics. (Three credits.)

PHIL 300G. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study

some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. This course meets the cross-cultural requirement of the religious studies major. (Also RELG 300.) (Three credits.)

PHIL 305G. Classical and Medieval Philosophy. A basic introduction to the classic texts, figures, and movements of philosophy. The emphasis will be on understanding classic and medieval philosophical works in their historical context. Different concepts of reality, the cosmos, truth, knowledge, good, evil, justice, the will, and divinity will be explored. No prerequisites. (Three credits.)

PHIL 307G. Modern and Contemporary Philosophy. A basic introduction to early modern, Enlightenment, 19th century, and 20th century texts, figures, and movements in philosophy. The emphasis will be on understanding modern and contemporary philosophical works in their historical context. Different concepts of mind, body, doubt, certainty, experience, nature, science, religion, morality, history, society, language, technology, and the future will be explored. No prerequisites. (Three credits.)

PHIL 310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing or permission of instructor. (Also RELG 310 and ISSI 410.) (Three credits.)

PHIL 315G. Aesthetics. An examination of perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines, i.e., linguistics, psychoanalysis, and religious studies. Prerequisite: Junior standing. (Three credits.)

PHIL 320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

PHIL 336. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. There will be particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Prerequisite: Senior standing. (Also ISSI 436.) (Three credits.)

PHIL 350. Topics in the History of Philosophy. This course will examine a particular figure, period, or theme in the history of philosophy, in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives. (One to three credits.)

PHIL 411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also POLS 411 and ISSI 435.) (Three credits.)

PHIL 413. Suffering, Evil, and Hope. Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. The course features classic texts, novels, and film. Prerequisite: Senior standing or permission of instructor. (Also ISSI 413.) (Three credits.)

PHIL 450. Senior Project. A thorough examination of a topic in philosophy and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in the philosophy concentration as the culminating experience of their program of study, and open only to senior majors. (Three credits.)

RELIGIOUS STUDIES

RELG 101G. Introduction to the Old Testament. A study of the text of the Old Testament (Hebrew Bible) in its historical and cultural context. Against the background of ancient Near Eastern civilizations, the story of Israel is traced from its formation as a people through the rise of the monarchy, exile, and return. The complex web of traditions that shaped Israel's identity is analyzed, and the historical, literary, and theological dimensions of the texts are explored. No prerequisites. (Three credits.)

RELG 103G. Friends, Neighbors, Lovers, and Enemies. We have become a global society with technologies that connect us across political boundaries and increasingly complex relationships as technologies and transportation provide opportunities to encounter a vast diversity of religions and cultures on a daily basis. Within this multicultural, multilingual, multiracial, multireligious milieu, what does it mean to be a friend? Who is my neighbor? What is the meaning of sex and marriage? How are interfaith marriages shaping culture? Who are my enemies? How should I relate to enemies? This course explores the intersection of human relationships with the moral vision of several major religious traditions. A broad range of personal and social ethical issues may be explored, such as abortion, capital punishment, ecology, economics and welfare, euthanasia, marriage, racism, and warfare. The principal format of the class is discussion. No prerequisites. (Three credits.)

RELG 108. Introduction to the New Testament. A study of first-century Christian literature in its historical and cultural contexts. The course will focus on the historical Jesus, Paul's epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. No prior knowledge of the New Testament, Judaism, or Christianity is required. (Three credits.)

RELG 150. Religion and Religions. What is religion? How do we make sense of religions in all of their diversity and all of their complexity? This course exposes students to an array of theories about religion, including sociological, anthropological, psychological and phenomenological. It also engages the

issues that arise in comparing traditions through a consideration of such issues as mysticism, devotion and rites. (Three credits.)

RELG 200G. Topics in the History of Christian Thought. Introduction to the history of Christian thought, from their missionary work of Paul to the development of basic church teachings in figures like Augustine, Anselm, Aquinas, Julian of Norwich; the Reformation (Luther, Calvin, others) through to developments in the modern period, and the variety of Christian responses to contemporary culture. This course may focus on a particular theme or time period. Students can repeat this course for credit by permission of department chair. (Three credits.)

RELG 207G. Ethics: Philosophical and Religious. RELG 150. Religion and Religions. What is religion? How do we make sense of religions in all of their diversity and all of their complexity? This course exposes students to an array of theories about religion, including sociological, anthropological, psychological and phenomenological. It also engages the issues that arise in comparing traditions through a consideration of such issues as mysticism, devotion and rites. (Three credits.)

RELG 210G. Judaism and Islam. A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments among Jews and Muslims. Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham. No prerequisites. This course meets the cross-cultural requirements of the religious studies major. (Three credits.)

RELG 213. Philosophy of Religion. Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, proofs for the existence of God, or the problem of evil. No prerequisites. (Also PHIL 213.) (Three credits.)

RELG 220. Women and Religion. This course explores the religious lives of women across cultures and religious traditions. Course readings include writings by women religious leaders and lay participants as well as essays about women in a variety of religious contexts. Attention is paid to the uniqueness and diversity of women's experience within religious traditions, including the experience of oppression but also of empowerment. This course meets the cross-cultural requirement of the religious studies major. (Three credits.)

RELG 244G. The Politics of Islam. This course examines different forms of Islamic revivalism as well as the basic political tenets of Islam. The class will emphasize putting current trends in historical perspective. This course meets the cross-cultural requirement of the religious studies major. (Also POLS 244 and ISSI 444.) (Three credits.)

RELG 250. Special Topics. (One to three credits.)

RELG 300G. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and

philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. This course meets the cross-cultural requirement of the religious studies major. (Also PHIL 300.) (Three credits.)

RELG 310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing or permission of instructor. (Also PHIL 310 and ISSI 410.) (Three credits.)

RELG 320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

RELG 350. Contemporary Issues in Religious Studies. This course examines a contemporary issue in the study of religion and draws upon recent scholarship in the field. (One to three credits.)

RELG 414. Economy, Community, and Ethics. Economic issues increasingly dominate our lives as we enter the 21st century. This course examines moral and ethical issues related to living and laboring in a global economy. What resources do the Judeo-Christian traditions provide for navigating an economically interdependent world? Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also ISSI 414.) (Three credits.)

RELG 450. Senior Project. A thorough examination of a topic in religion and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in the religious studies concentration as the culminating experience of their program of study, and open only to senior majors. (Three credits.)

RELG 479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing viewpoints, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also ISSI 479.) (Three credits.)

PHYSICAL EDUCATION

Terry L. Glasgow, Professor, Chair
Steve Bell, Coach/Instructor
Chad Braun, Coach/Instructor
Bob Foster, AthleticTrainer
LeAnn Hakeman, Instructor/Coach
Roger D. Haynes, Instructor/Coach
Dave Ragone, Instructor/Coach
Kari L. Shimmin, Instructor/Coach

■ **Physical Education Major** (without teacher certification). Each student majoring in Physical Education but not seeking teacher certification must complete PHED 110; 131; 180; 190; 210; 211; 212; 220; one course chosen from PHED 315 or 423; one course chosen from 316, 317, 318, or 319; 421; 430; and 450.

■ **Teacher Certification.** A major field teacher preparation program requires PHED 180; 190; 210; 211; 212; 220; 315; one course chosen from PHED 316, 317, 318, or 319; 325; 421; 423; 425; and 430. Students who complete this program and satisfy additional certification requirements as described in the Education Department section of the catalog qualify for the special K-12 certificate. Those who seek only high school certification should refer to the Education Department section of the catalog on secondary education.

Students with teaching majors in other content areas may select physical education as a second teaching field. Such students must complete PHED 210, 211, 212, 311, 315, 320, 420 (one semester hour), 423, and 430. Students who wish to be certified to teach physical education should refer to the education department section of the catalog.

BASIC-SKILL COURSES

Each basic-skill course carries one credit, and a maximum of six credits in basic skills may be counted toward the degree. Credit for a particular course will be granted only once.

PHED 101. Fundamentals of Basketball. CR/NC. (One credit.)

PHED 102. Fundamentals of Volleyball. CR/NC. (One credit.)

PHED 110. Physical Fitness. CR/NC. (One credit.)

PHED 111. Weight Training. CR/NC. (One credit.)

PHED 122. Beginning Golf. CR/NC. (One credit.)

PHED 123. Beginning Tennis. CR/NC. (One credit.)

PHED 131. Swimming. CR/NC. (One credit.)

PHED 133. Racquetball. CR/NC. (One credit.)

PHED 134. Archery. CR/NC. (One credit.)

PHED 136. Badminton. CR/NC. (One credit.)

PHYSICAL EDUCATION COURSES

Please note specific courses are offered in alternate years.

PHED 180. Personal and Community Health. An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health. (Three credits.)

PHED 190. Foundations of Physical Education. An introduction to the profession emphasizing its history, principles, objectives, programs, and opportunities. Non-majors need permission from department chair to enroll. (Three credits.)

PHED 210. Individual Sports. An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. (Three credits.)

PHED 211. Team Sports. An analysis of the skills, tactics, and strategies involved in basketball, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports. (Three credits.)

PHED 212. Rhythmic Activities. A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. (Two credits.)

PHED 220. Physical Fitness Concepts. A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities is included. (Two credits.)

PHED 250. Special Topics. (One to three credits.)

PHED 311. Elementary School Physical Education. A study of the development of the physical education programs in the elementary grades. Emphasizes application of motor development principles to program content and methods of teaching physical education in the elementary school. Prerequisite: EDUC 200 and 201. Junior standing or chair approval. (Three credits.)

PHED 315. Kinesiology. An analysis of the mechanics and anatomy of human motion. Suggested prerequisite: BIOL 204, Junior standing or chair approval. (Three credits.)

PHED 316. Coaching of Volleyball and Softball. A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formation, and strategy. Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 317. Coaching of Football. A study of the methods and techniques of coaching football. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 318. Coaching of Basketball. A study of the methods and techniques of coaching basketball. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 319. Coaching of Baseball and Track. A study of the methods and techniques of coaching baseball and track and field. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 320. Curriculum and Methods of High School Physical Education. A study of the methods of teaching physical education in secondary schools. Open only to teacher education candidates in physical education in secondary schools. May not be counted toward a major in physical education. (Also EDUC 340.) Prerequisite: EDUC 200 and 201. Junior

standing or chair approval. (Three credits.)

PHED 325. Athletic Training and First Aid. A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. (Two credits.)

PHED 420. Independent Study. Developed with the guidance of the department chair. Arrangements must be made with the chair before a student may enroll. (One to three credits.)

PHED 421. Organization and Administration. A study of the administration of physical education, intramural, and athletic programs. Coverage also includes administrative theory and functions. (Three credits.)

PHED 423. Physiology of Exercise. A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Junior standing or chair approval. (Three credits.)

PHED 425. Tests and Measurements in Physical Education. A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Open only to teacher education candidates in physical education. (Three credits.)

PHED 430. Adapted Physical Education. A study of physical education for the atypical student. Emphasis is on the study of various handicapping conditions and the role of exercise for those conditions. Open only to teacher education candidates in physical education. Prerequisite: PHED 311 or 320 or equivalent. (Three credits.)

PHED 450. Problems in Physical Education. May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teaching certification. Prerequisites: Senior standing and approval of the department chair. (Three credits.)

PHYSICS

Rajkumar Ambrose, Professor, Chair
Christopher G. Fasano, Associate Professor
Peter K. Kloeppel, Lecturer
Michael Kroupa, Visiting Assistant Professor

■ **Physics Major.** The department major includes seven or more courses, no fewer than 28 semester hours, approved by the department. At least two courses must be at or above the 300 level and the student must complete the prerequisite mathematics courses (typically the calculus sequence through differential equations). Unless prior study or experience persuades the department to the contrary, students should expect to include PHYS 130, 132, 134, 208, 210, 303, 310, and 315L in their program. All juniors and seniors are expected to participate in the science seminar (PHYS 350). Seniors must complete an independent study project.

■ **Physics Minor.** The department minor requires five courses: PHYS 130 and 132, two courses numbered above 200, and one course numbered above 300. The PHYS 134 or 190 course may be substituted for a 200 level course.

■ **Teacher Certification.** A Physics major can prepare for secondary level certification by completing the major cited above and by adding the requirements described in the Education Department section of the catalog including EDUC 342. Physics majors should complete at least 8 semester hours in biology to qualify to teach general science.

PHYS 103G. Astronomy. An introduction to the study of our universe—its structures and their origin and evolution. Topics include the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course. (Four credits.)

PHYS 130G. Introductory Physics I. Topics in classical mechanics, including kinematics, Newton's laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Co-requisite: MATH 151. (Four credits.)

PHYS 132G. Introductory Physics II. Continuation of Physics 130. Topics include thermodynamics, electricity and magnetism, oscillatory motion, and waves. Differential and integral calculus used freely. Co-requisite: MATH 152. (Four credits.)

PHYS 134. Introductory Physics III. Continuation of PHYS 132. Topics include physical optics, special relativity, and introductory quantum physics. (Three credits.)

PHYS 190. Digital Electronics for Computer Science. An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. Includes microprocessor and elementary assembly language. There is a strong laboratory component to this course. (Four credits.)

PHYS 208. Classical Mechanics. An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: MATH 254 and PHYS 132. (Three credits.)

PHYS 210. Circuit Analysis. Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics

include Kirchoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, properties of RL, RC, and RLC circuits. Offered in alternate years. Prerequisite: PHYS 132. (Four credits.)

PHYS 211. Analog Electronics. Topics include high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Offered in alternate years. Prerequisite: PHYS 132 or consent of the instructor. (Four credits.)

PHYS 212. Optics. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and topics in modern optics. Offered in alternate years. Prerequisites: MATH 254 and PHYS 132 or consent of the instructor. (Four credits.)

PHYS 214. Computational Methods for the Natural Sciences. This course will introduce students to the practice of solving problems in the natural sciences using computers. After an introduction to scientific programming, students will learn how to formulate scientific questions in ways that allow them to be solved numerically. After forming questions for study, they will learn how to write their own computer programs to solve these problems. Topics covered will include the use of numerical differentiation and integration, numertical solutions to differential equations, numerical simulation, and approximation techniques to solve specific problems in the natural sciences. This course should serve to provide students with the tools necessary to begin solving computationally intensive problems that occur in the natural sciences. It should be of interest to students in Physics, Chemistry, 3-2 Engineering, Mathematics, Computer Science and Biology. Prerequisites: PHYS 132, COMP 160, or consent of the instructor. MATH 323 enouraged. (Three credits.)

PHYS 250. Special Topics. (One to three credits.)

PHYS 303. Electricity and Magnetism. A detailed introduction to the principles of electrodynamics. Topics include electrostatics and magentostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: MATH 254 and PHYS 132. (Three credits.)

PHYS 310. Quantum Mechanics. This course will introduce concepts of modern quantum mechanics, including an historical introduction, a review of related classical mechanics techniques and the required mathematical concepts. Topics include postulates of quantum mechanics, one-dimensional potentials, the Heisenberg uncertainty principle, the hydrogen atom, angular momentum and spin. Prerequisites: MATH 254 and PHYS 208. (Three credits.)

PHYS 312. Quantum Mechanics II. Further development of the mathematical methods of quantum mechanics. Three-dimensional many-body problems are considered in greater detail. Topics include matrix formulation, perturbations, and introductory relativistic quantum mechanics. Prerequisite: PHYS 302. (Three credits.)

PHYS 315L. Advanced Laboratory. This course will help students to learn advanced laboratory techniques and data analysis in Physics. The students will do a selection of 6 to 8 advanced laboratories in Optics, Atomic Physics, Solid State Physics, and Nuclear Physics. Prerequisite: PHYS 132. (One credit.)

PHYS 325. Solid-State Physics. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors, phonons, and superconductivity. Offered in alternate years. Prerequisite: PHYS 302. (Four credits.)

PHYS 350. Science Seminar. An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. May be repeated up to four credits. CR/NC. (One credit.)

PHYS 356. Statistical Physics. An introduction to thermodynamics and statistical mechanics. Topics include entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution and Fermi and Bose gases. Offered in alternate years. Prerequisite: PHYS 134 or consent of instructor. (Three credits.)

PHYS 401. Senior Seminar. Special topics in physics. Prerequisites: PHYS 210, 211 or 212, 303, and 325 or 356. (Three credits.)

PHYS 420. Independent Study. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: PHYS 208, 210, 302, and 303. (One to four credits.)

POLITICAL ECONOMY AND COMMERCE

Michael L. Connell, Associate Professor, Chair
Don Capener, Assistant Professor
Karen Cates, Lecturer
Frank Gersich, Associate Professor
Richard Johnston, Associate Professor
J. Rodney Lemon, Professor
Kenneth McMillan, Assistant Professor
Judy Peterson, Assistant Professor
Margaret Prentice, Lecturer

The Department of Political Economy and Commerce offers programs in both business administration and economics. The department offers the opportunity to take advanced courses in management, finance, marketing, international business, and public policy.

The department's focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take courses in finance, accounting, quantitative analysis, marketing, and management. Economics majors study the major areas of economic theory and econometrics. Yet, rather than the simple acquisition of technical skills, majors are also required to take courses which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

ECONOMICS

■ **Economics Major.** The major program in Economics consists of ECON 200; 300; 301; 371; 401; three courses (nine hours) in ECON at the 300 or 400 level; and MATH 106. Students planning on graduate study in economics are encouraged to complete a minor in mathematics or gain mastery of calculus.

■ **Economics Minor.** The following courses are required for the minor: ECON 200, 300, 301, and two courses (six hours) chosen from ECON at the 300 or 400 level.

ECON 120G. Contemporary Economic Problems. Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles. (Three credits.)

ECON 200G. Principles of Economics. Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption patterns, role of competition and prices; determinants of national income, employment, inflation, and exchange values and role of monetary and fiscal policy. (Four credits.)

ECON 250. Special Topics. (One to three credits.) May be repeated.

ECON 300. Intermediate Price Theory. A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: ECON 200. (Three credits.)

ECON 301. Intermediate Macro-economics. A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and

monetary policies. Prerequisite: ECON 200. (Three credits.)

ECON 310. Regulation and Legislation. Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: ECON 200. (Three credits.)

ECON 311. Labor, Unions, and Industrialization. An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: ECON 200. (Three credits.)

ECON 320. Industrial Organization. Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual business. (Three credits.)

ECON 331. Political Economy of Development. A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: Junior standing or permission of the instructor. Offered in alternate years. (Three credits.)

ECON 340. Economics and Law. Micro-economic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. Prerequisites: ECON 200. (Three credits)

ECON 350. Special Topics in Economics. May be repeated for credit. (Three credits)

ECON 351G. Comparative Economic Systems. An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: ECON 200. (Three credits.)

ECON 360. International Trade and Finance. An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government-owned firms. Prerequisite: ECON 200. (Three credits.)

ECON 361. History of Economic Thought. An examination of major contributions to thought and their significance for modern theory. Prerequisite: ECON 200. (Three credits.)

ECON 370. Public Finance. An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: ECON 200. (Three credits.)

ECON 371. Introduction to Econometrics. Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Offered in alternate years. (Three credits.)

ECON 380. Environmental Economics. Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequi-

sites: ECON 200. (Three credits.)

ECON 400. Internship. An off-campus experience working in a professional environment under the supervision of a mentor. Permission of instructor required. (Three credits.)

ECON 401. Economic Research Analysis. A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. (Three credits.)

ECON 402. Selective Seminars in Economics. Topics include regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit. (Three credits.)

ECON 410. Political Economy and Commerce Honors I. Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. Spring semester of junior year. Permission of instructor required. (One credit.)

ECON 411. Political Economy and Commerce Honors II. Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. Fall semester of senior year. (One credit.)

ECON 412. Political Economy and Commerce Honors III. Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of senior year. (One credit.)

ECON 420. Independent Study. May be repeated for credit. (One to three credits.)

BUSINESS ADMINISTRATION

■ **Business Administration Major.** The following courses are required for the major: ACCT 213 and 214; BUSI 110, 111, 211, 212, 305, 306, 307, and 405 or 406; and ECON 200 and 300 or 301; MATH 106; and three additional 300+ level courses from the offerings in business administration, accounting and economics. Students are encouraged, but not required, to enroll in advanced writing or communication courses. Students planning to gain an MBA are encouraged to enroll in Calculus.

A student must earn at least a C- in all prerequisites before taking a required course.

■ **Business Administration Minor.** The following courses are required for the minor: ACCT 213 and 214; BUSI 110 and 211; ECON 200; and two courses chosen from BUSI 305, 306, or 307.

■ **Honors Program in Business.** By invitation and application, students prior to the Spring semester of their Junior year are selected for an honors program of participation, research, and presentation on contemporary management and economic policy issues. This program involves a sequence of one-credit courses offered each of the student's last three semesters at Monmouth.

BUSI 110G. Evolution of Commercial Institutions. A survey and analysis of the historical development of the social institutions within which commercial activities occur. Students are expected to understand how and why the institutions of commercial activity have changed and yet continue to fulfill the same basic function in society from colonial development through modern industrial society. (Three credits.)

BUSI 111G. Beverages; 112G. Agriculture; 113G. Financial Institutions; 114G. Railroads; and 115G Health Care. Examination of the development of a given market or industry with emphasis on the characteristics of the major firms and customers that

determine the industry's present structure and that reveal phenomena often encountered in business life. (Three credits.)

BUS2I11. Quantitative Methods I. An introduction to decision analysis using spreadsheets and data management techniques, data analysis, and hypothesis testing of multivariate data through inferential statistics. Prerequisite: MATH 106. (Two credits.)

BUSI 212. Quantitative Methods II. An introduction to design analysis using probabilistic and classical operations research techniques and through survey design and testing. Prerequisite: MATH 106. (Two credits.)

BUSI 250. Special Topics. (One to three credits.) May be repeated.

BUSI 305. Administration and Organization. An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: ACCT 213, BUSI 110 and ECON 200. (Three credits.)

BUSI 306. Business Finance. An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, the acquisition of funds, and stock and bond valuation. Prerequisite: ACCT 213 and ECON 200. (Three credits.)

BUSI 307. Principles of Marketing. A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: ECON 200. (Three credits.)

BUSI 322. Legal Environment of Business. An introduction to the history, structure, and procedure of the American legal system and the legal environment of business. (Three credits.)

BUSI 325. Innovation and Change in Organizations. A study of the processes through which organizations change over time and the problems created by both intended and unintended changes. (Three credits.)

BUSI 345. Globalization and Organization Change. Study of multinational business. Emphasis on how corporations have adjusted to and influenced trends to increased globalization. Distinctions are drawn between international and domestic business operations. (Three credits.)

BUSI 350. Special Topics in Business Administration. May be repeated for credit. (Three credits.)

BUSI 355. History of Managerial Thought. A study of various authors who have addressed the issue of organizing and administrating human activities in relationship to other aspects of social thought. Prerequisites: Junior standing, BUSI 110 and 305, or permission of the instructor. (Three credits.)

BUSI 356. Investments and Portfolio Analysis. An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Prerequisite: BUSI 306. (Three credits.)

BUSI 357. Marketing Management. A study of the roles played by pricing, promotion, product mix, and distribution strategies in achieving management goals. Includes extensive participation in a game simulating marketing-management situations and requiring team cooperation and the development of analytical skills. Prerequisite: BUSI 307. (Three credits.)

BUSI 367. Advertising. A study of a variety of mass promotion variables and techniques. Using an advertising campaign approach,

students study both the strategy and tactics of advertising and integrate the concepts of promotion into a full advertising campaign. Prerequisite: BUSI 307. (Three credits.)

BUSI 375. Leadership and Politics in Organizations. A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisites: Junior standing; BUSI 305. (Three credits.)

BUSI 382.Commercial Law. Study of business law tailored for the CPA. Includes the common law of contracts, an introduction to the Uniform Commercial Code, agency law and negotiable instruments law. (Three credits.)

BUSI 383. Information Systems. Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Prerequisites: ACCT 214 and BUSI 212. (Also ACCT 383.) (Three credits.)

BUSI 400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Permission of instructor required. Prerequisites: BUSI 305 and BUSI 306 or 307. (Three credits.)

BUSI 404. Seminars in Business. Includes such topics as operations/production management, marketing channels and futures markets, and human relations. Prerequisites: BUSI 305 or permission of the instructor. (Three credits.)

BUSI 405. Strategy and Structure. A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing; BUSI 305, 306, 307, and ECON 300 or 301; or permission of the instructor. (Three credits.)

BUSI 406. Applied Business Strategy. Individually designed and structured problem-solving experience involving students working under faculty supervision with available (usually area) businesses (primarily small businesses) to develop and apply elements of sound business strategy. Prerequisites: Senior standing; BUSI 305, 306, 307, and ECON 300 or 301. (Three credits.)

BUSI 410. Political Economy and Commerce Honors I. Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. Spring semester of junior year. Permission of instructor required. (One credit.)

BUSI 411. Political Economy and Commerce Honors II. Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. Fall semester of senior year. Permission of instructor required. (One credit.)

BUSI 412. Political Economy and Commerce Honors III. Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of senior year. Permission of instructor required. (One credit.)

BUSI 420. Independent Study. May be repeated for credit. (One to three credits.)

POLITICAL SCIENCE

Farhat Haq, Professor, Chair
Ira Smolensky, Professor, Acting Chair
Robin Johnson, Lecturer
Gayle Keiser, Lecturer
Sharif Sidi-Haji, Lecturer

■ **Political Science Major.** A major in Political Science consists of 30 credit hours including 200, 270, 397 and 415; 202 or 245; 311, 321 or 395; and 411 or 414.

■ **Political Science Minor.** A Political Science minor consists of 15 semester hours, at least nine of which must be taken on the Monmouth College campus and at least three of which must be taken at the 200 level or above.

■ **Teacher Certification.** Majors who seek secondary teaching certification are expected to complete at least 33 semester hours, including POLS 103; 200 or 270; 311 or 395; 411; and 415. They are also required to obtain teaching competence in a second field by adding prescribed work in other social sciences. See Education section of this catalog for further requirements.

POLS 100. Visions of Justice. Examines different philosophical, literary, and technological visions of a just society from Plato's Republic to the present. Includes discussion of freedom, equality, revolution, and "the good life." (Three credits.)

POLS 101. Introduction to Politics. This course examines the means through which public values are articulated and debated, the manner in which diverse political actors (individual, groups, regional and local government and nations) operate in the political arena and the process whereby public policy decisions are made and actions on public problems are taken. (Three credits.)

POLS 103G. American Politics. A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy. (Three credits.)

POLS 200. Introduction to Comparative Politics. Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry. (Three credits.)

POLS 202G. Modern Japan. A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West. (Also HIST 202.) (Three credits.)

POLS 245G. The Politics of Developing Nations. A study of selected developing nations and the problems posed by rapid political and economic development. Topics include leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology. (Three credits.)

POLS 250. Special Topics. (Two to four credits.)

POLS 270G. Global Affairs. A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war. (Three credits.)

POLS 295. The Politics of Criminal Justice. This course explores the central concepts, institutions, policies and controversies of criminal justice in the United States. Included are components on police work, courts, corrections, and the formulation of criminal justice policy. Students will be encouraged to develop a "nuts and bolts" familiarity with day-to-day

practices of criminal justice in the U.S., a philosophical understanding of criminal justice as an ideal, and the critical skills needed to make a meaningful comparison between the ideal and current practices.

POLS 310. Issues Seminar. Provides an up to date look at emerging local, state, national, and international issues as well as emerging scholarly perspectives in political science. Joins attentiveness to the latest "news" with current analytical tools of the profession. Includes organization of at least one debate open to the campus. This course could be repeated for credit. (Three credits.)

POLS 311. Parties and Elections. A study of American parties and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years. (Three credits.)

POLS 321. The American Presidency. This course takes a detailed look at various aspects of the American presidency. It examines, among other things, the history of the presidency, the extent of presidential powers relative to presidential responsibilities, the relation of the president to congress, the performance of presidents relative to public expectations, and the future of the presidency. It also focuses on the living history of the presidency through close attention to current events. (Three credits.)

POLS 375. Environmental Politics. An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies. (Three credits.)

POLS 395. Constitutional Issues. A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever-changing socio-political context. (Three credits.)

POLS 397. States and Markets. Through an integration of perspectives and most recent research from the four main areas of political science—comparative politics, international relations, American politics and political philosophy—this course will examine the shifting relationship between political authority and the economy. Open to juniors and seniors. (Three credits.)

POLS 411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political philosophy from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also ISSI 435.) (Three credits.)

POLS 414. American Political Thought. Examines ideas, themes, and debates at the center of American political discourse as it has evolved since colonial times. Students will be asked to apply the course material to contemporary politics and society. (Three credits.)

POLS 415. Senior Seminar. Concentrated study of an issue in political science. Students deal in depth with substantive and methodological problems associated with the subject area. Prerequisite: POLS 397. Open to juniors and seniors. (Three credits.)

POLS 420. Independent Study or Internship. Includes selected readings, research, written reports, conferences, and/or work with government officials as arranged with the instructor. Prerequisite: Junior standing. (One to four credits.)

PSYCHOLOGY

Jon E. Grahe, Assistant Professor, Chair
William M. Hastings, Professor
Nancy A. Lariviere, Associate Professor
Kristin K. Larson, Visiting Assistant Professor
Joan M. Wertz, Assistant Professor

■ **Psychology Major.** The Psychology major requires a total of 35 semester hours. Courses are divided into 3 categories: Required Courses, Core Courses and Electives. Required courses include 15 semester hours that must be taken in sequence (101, 201, 202 and 420). In addition, majors are expected to complete PSYC 415 (2SH) sometime in their junior or senior year. Majors are also expected to complete 12 semester hours in core courses. This requires majors to complete four courses from a list of eleven core courses (231, 233, 235, 237, 239, 303, 315, 318, 320, 335, 340). At least two of those courses must be at the 300 level. Finally, majors are expected to complete 6 semester hours of electives (at least one at the 300 level). Elective courses are any of the following (250, 272, 345, 350, 351, 353) or any core course after the core course requirement is completed.

■ **Psychology Minor.** A minor in Psychology consists of 20 semester hours including: PSYC 101, PSYC 201, plus 4 electives (two of these courses must exceed the 300 level).

PSYC 101G. Introduction to Psychology. An examination of the scientific study of psychology. Lecture sessions emphasize current concepts in the biological roots of behavior, learning, perception, human memory, social behavior, psychopathology, and applied psychology. Laboratory sessions stress the application of quantitative interpretations of data and the scientific method to the study of human and animal behavior. (Four credits.)

PSYC 201. Research Methods I: Design and Analysis. An introduction to the scientific method as applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101. (Four credits.)

PSYC 202. Research Methods II: Synthesis and Communication. A continuation of PSYC 201. An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisites: PSYC 101 and 201. (Four credits.)

PSYC 231. Developmental Psychology. An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age. These changes are viewed through the life span of the individual and include biological and cultural determinants. Particular emphasis is given to prenatal and child development. Prerequisite: PSYC 101. (Three credits.)

PSYC 233. Social Psychology. A study of how other people influence the perceptions and behaviors of the individual. These influences are studied through all aspects of the human experience including: attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: PSYC 101. (Three credits.)

PSYC 235. Theories of Counseling. A survey of major theories and practices in counseling and psychotherapy. Topics include: cognitive, affective and behavioral models, directive and nondirective approaches, tests and other assessment devices, the ethics of intervention, and the evaluation of research in counseling and psychotherapy. Prerequisite: PSYC 101. (Three credits.)

PSYC 237. Industrial/Organizational Psychology. An overview of the psychology of work and human organization. Topics include learning, motivation, attitudes, group dynamics, and leadership as they apply to work in organizations. (Three credits.)

PSYC 239. Health Psychology. This course will explore the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include the links between stress and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101 (Three Credits.)

PSYC 250. Special Topics. A study of a subject of special interest. Topics previously offered include humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: PSYC 101 and consent of instructor. May be repeated for credit. (Three credits.)

PSYC 272. Psychology of Women. An introduction to the discipline of the psychology of women. Topics covered include: gender development, gender comparisons, sexuality, women and work, and violence against women. One aim of this course is to explore the ways that race, ethnicity, class, sexual orientation, and age modify women's experiences. Prerequisite: PSYC 101 or consent of instructor. (Three credits.)

PSYC 303. Drugs and Behavior. An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 101. (Three Credits.)

PSYC 315. Learning and Motivation. An exploration of the underlying principles guiding learning and motivation. The course evaluates both the biological and social factors affecting why we act. Topics include classical and instrumental conditioning, extinction, biological and social motives, and the relation between performance and motivation. Prerequisite: PSYC 101. (Three credits.)

PSYC 318. Biopsychology. This course emphasizes understanding the function of the brain and its relation to behavior. Topics include the biochemistry of neural conduction and synaptic transmission, neuro-phychology, brain disorders, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs. Prerequisite: PSYC 101, or BIOL 101 and PSYC 201 or consent of instructor. (Three credits.)

PSYC 320. Cognition. This course explores learning, memory, problem solving, judgment and decision making, concept formation and language. Offered in alternate years. Prerequisites: PSYC 201. (Three credits.)

PSYC 335. Abnormal Psychology. A study of the origins, symptoms, and

classification of mental illness, including the study of anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two psychology courses or consent of the instructor. (Three credits.)

PSYC 340G. Personality. A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include the role of the family, cross-cultural variables, and the immediate social-environment in shaping personality. Prerequisite: Junior standing. (Three credits.)

PSYC 345. Animal Behavior. A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: PSYC 101 or BIOL 101 or 111. Cross-listed with BIOL 345. (Three credits.)

PSYC 350. Special Topics in Psychology. A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisites: PSYC 201, or consent of the instructor. May be repeated for credit. (One to four credits.)

PSYC 351. Independent Study. Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisites: Junior standing and consent of the instructor. May be repeated for credit. (One to three credits.)

PSYC 353. Environmental Psychology. This course will examine the effect of the environment, both built and natural, on behavior, attitudes, and experiences. Topics will include environmental perception and cognition, personal space, crowding, design of environments to meet goals and needs, and the effects of exposure to extreme environments. Prerequisites: PSYC 101. (Three credits.)

PSYC 415. Readings in Psychology. This course will investigate selected readings in advanced psychology topics from a variety of psychology approaches. Course topics will alternate. Some examples are: history and systems, multivariate statistics, psychology & law, psychology & health, phenomenology, and cross-cultural psychology. Prerequisites: PSYC 202 and at least Junior standing. (Two credits.)

PSYC 420. Research Seminar. The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 202, Senior standing, and consent of the instructor. (Three credits.)

PUBLIC RELATIONS

William J. Wallace, Professor, Program Coordinator

■ Public Relations Major (40 SH)

The Public Relations major is an interdisciplinary program designed to prepare students for a wide range of jobs and careers.

Course Requirements (All are 3 SH except as noted, see specific departments for complete course descriptions):

BUSI 211 – Quantitative Methods I (2 SH)
BUSI 307 – Principles of Marketing
BUSI 357 – Marketing Management
BUSI 367 – Advertising
CATA 261 – Mass Media and Modern Society
CATA 265 – Writing for the Electronic Media
CATA 339 – Persuasion
CATA 365 – Media Production (4 SH)
CATA 491 – Freedom of Expression and Communication Ethics
PUBR 341 – Public Relations
PUBR 493 – Internship
ECON 200 – Principles of Economics (4 SH)
MATH 106 – Elementary Statistics

Electives:

Students are encouraged to meet with the Program Coordinator to discuss areas of interest. Often students can major in a second area, or can develop specific areas of expertise. Courses in Psychology and Sociology are generally useful, as is a familiarity with the various forms of communication technology (e.g., video, internet, multimedia, print). Students interested in Writing/Public Presentation should consider the following courses:

CATA 233 – Advanced Public Speaking
CATA 235 – Small Group Communication
CATA 333 – Organizational Communication
ENGL 210 – Creative Writing
ENGL 301 – Advanced Composition
ENGL 310 Advanced Creative Writing

Students interested in Print/Digital Imaging should consider the following courses:

ARTD 211 – Design
ARTD 236 – Photography
ARTD 345 – Graphic Design I
ARTD 445 – Graphic Design II
CATA 375 – Scenery and Lighting Design

■ Public Relations Minor

Given the broad nature of the Public Relations area, no minor is offered.

■ Career Opportunities:

Public Relations practitioners are skilled creators and managers. Duties will range from the everyday to the unusual, and typically combine an ability to juggle numerous tasks with an attention to detail. Public Relations officers deal with a variety of internal and external publics, and often become the keeper of an organization's image. Work in a Public Relations agency is normally very competitive, but opportunities exist in organizations of all size. Specific jobs include:

- Copy Writer
- Press Aide
- Media Buyer
- Web Designer
- Events Planner
- Speech Writer
- Editorial Assistant
- Multimedia Producer
- Publications Director
- Spokesperson

Students interested in a Public Relations career should also consider work in Marketing, Advertising, Human Relations. Students should also take advantage of extracurricular and co-curricular activities

that offer the chance to put theory into practice.

PUBR 341. Public Relations. An examination of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Prerequisite: CATA 101. (Three Credits.)

PUBR 493. Internship. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval. May be repeated for credit. (Three to nine credits.)

SOCIOLOGY AND ANTHROPOLOGY

Steven L. Buban, Professor, Chair
Judi Kessler, Assistant Professor
Carolyn Tyirin Kirk, Professor

■ **Sociology/Anthropology Major.** A major in Sociology/Anthropology consists of nine courses in the department, including SOCI 202; 203; a minimum of four courses at the 300 level (excluding 320); and 420. In addition, MATH 106 must be taken prior to SOCI 202. The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, SOCI 406 (Urban Studies) or 420 (Senior Seminar) can be designed to include an internship with an appropriate organization. All individual programs leading toward the major, however, must be approved by the sociology/anthropology department.

■ **Sociology/Anthropology Minor.** A minor in Sociology/Anthropology consists of five courses in the department, including SOCI 202; 203; and a minimum of two courses at the 300 level (excluding 320). In addition, MATH 106 must be taken prior to SOCI 202.

Prerequisites. All courses at level 200 and above require for enrollment one of the following: 101, 102, 103, INTR 201 Comparative Societies, or consent of the instructor.

SOCI 101. Introduction to Sociology. A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts. (Three credits.)

SOCI 102. Social Problems. An introductory survey of selected contemporary social problems using some of the major concepts of sociology. (Three credits.)

ANTH 103. Introduction to Anthropology. A broad introduction to the anthropological study of human diversity. It will familiarize students with each of the four sub-fields of anthropology by focusing on human culture, human biology, human language, and archaeology. (Three credits.)

SOCI 202. Theory and Methods I. An introduction to specific theoretical perspectives, methodological approaches, research techniques, and data analysis. Includes a two-hour laboratory. Prerequisite: MATH 106. (Four credits.)

SOCI 203. Theory and Methods II. A continuation of SOCI 202. Includes a two-hour laboratory. Prerequisite: SOCI 202. (Four credits.)

SOCI/ANTH 250. Special Studies in Sociology/Anthropology. An examination of selected problems and issues from a sociological or anthropological perspective. May be repeated for credit. (Three credits.)

SOCI/ANTH 320. Independent Study. Independent study in an area of sociology or anthropology directed by a member of the department. May be repeated for credit. (One to three credits.)

SOCI 327G. Sociology of Medicine. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system. (Three credits.)

SOCI 341G. Urban Sociology. An introduction to the city, focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society. (Three credits.)

SOCI 343. Sociology of Development. A comparative/historical analysis of conditions in the post-colonial developing world. Topics include the major theories of devel-

opment, inequality between nations, and the social consequences of various development strategies and policies. (Three credits.)

SOCI 344. Sociology of Work. An overview of the nature and structure of work and the workplace: how work was accomplished in the past, the social organization of work today, and changes anticipated in the workplace of the 21st century. Thematic emphases include class, gender, race and ethnicity, technology, and the global economy. (Three credits.)

SOCI 345. Social Inequality: Local and Global Perspectives. An examination of social stratification, which concerns the unequal distribution of wealth, income, status, and power. Considers how life chances of individuals vary by social class, gender, race and ethnicity. Explores the relationship between globalization, global disparities in wealth, and inequality within the United States. (Three credits.)

SOCI 347G. Race and Ethnicity. A study of racial and ethnic identity and how their interaction with gender, class, and other identities creates oppressions and social structures of inequality, both historically and currently. (Three credits.)

SOCI 351. Criminology. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime. (Three credits.)

SOCI 353. Social Interaction. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and non-laboratory settings. (Three credits.)

SOCI 355. Social Movements. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. Civil Rights Movement and the Feminist Movement. (Three credits.)

ANTH 360. Cultures of the Middle East. Provides background information about historical developments in the regions, reviews the role of Islam, and examines contemporary everyday/popular cultures. (Three credits.)

ANTH 362. Gender in Cross-Cultural Perspective. An exploration of themes and questions of gender as defined and experienced in different cultural contexts. Central to the course is the analysis of the cultural construction of gender. (Three credits.)

ANTH 364. Urban Anthropology. A new analytical experience of spaces that might seem familiar, illustrating how cities, streets and other urban spaces are made and remade within larger national and global political, economic and cultural contexts. (Three credits.)

ANTH 366. Representing Cultures: Colonial and Post-Colonial Contexts. An investigation of how colonialism dramatically altered the cultural trajectory of colonized societies through the examination of representations of everyday life and popular culture as found in travel reports, ethnographies, novels and films. (Three credits.)

SOCI 406. Urban Studies. An intensive, off-campus, living experience within the urban community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest. (16 credits.)

SOCI/ANTH 420. Research Seminar. A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in sociology/anthropology. (Three credits.)

WOMEN'S STUDIES

Trudi Peterson, Assistant Professor of Communication and Theater Arts, Coordinator

Women's Studies includes the careful consideration of feminist theories and perspectives and the examination of gender inequalities and issues. The multi-disciplinary approach emphasizes the breadth of disciplines in which feminist criticism is taken seriously.

■ **Women's Studies Minor.** A minor consists of 15 to 17 credits. WOST 201 and 401 are required of all minors. Students with particular interests may choose to take WOST 320.

WOST 201. Feminism. An introduction to Western feminist thought and the study of women's roles and status in society. This course also evaluates present knowledge about women, questions stereotypes, and reinforces the value and content of women's everyday lives. All students are welcome. (Three credits.)

WOST 320. Independent Study. Independent study in an area of women's studies directed by a member of the faculty. Prerequisites: WOST 201 and approval of the instructor and the Women's Studies coordinator. (One to three credits.)

WOST 401. Women, Justice and Equality. The capstone seminar in which participants will read and discuss historical texts that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the instructor, in which the research topics will provide the basis for additional readings in common. Prerequisites: WOST 201.

ANTH 250. Gender in Cross Cultural Perspective.

ARTD 306. Women, Art, and Feminism.

CLAS 210. Ancient Literature (when appropriate).

CLAS 240. Ancient Society.

ENGL 260. Literature of Feminism.

ENGL 343. 20th-Century British Literature (when appropriate).

ENGL 348. English Novel (when appropriate).

HIST 330. Biography and U. S. History (when appropriate).

HIST 370. Women in U. S. History.

ISSI 426. Feminist Approaches to Literature and Society.

ISSI 444. The Politics of Islam.

PHIL 250. Special Topics: Philosophy and Feminism

POLS 244. The Politics of Islam (Also ISSI 444 and RELG 244).

PSYC 272. The Psychology of Women.

RELG 220. Women and Religion.

SOCI 343. Population.

SOCI 355. Social Movements.

Honors Program

Coordinators:

George Arnold, Dean of the College
Craig Watson, English, Chairperson

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to liberal education. The Program is designed to reinforce and extend the perspectives of the General Education curriculum, but it does not substitute for it. Each of the courses is distinctive and may not be cross-listed for credit in other departments. The first course in the Program serves both to extend the issues raised in Freshman Seminar and to introduce the perspectives of various branches of intellectual inquiry. In the middle section of the Program students pursue in-depth examinations of the thought and work of figures and of events, movements, and ideas instrumental in shaping our world. Finally, students enroll in a specially designed senior level course that serves as a canopy for the Program.

Acceptance into the Program is determined competitively and normally occurs at the end of the first semester of the freshman year. Sophomores, juniors, and transfer students may also seek admission. Their applications will be considered on an individual basis. To be recognized as an Honors Graduate, a student must have at least 18 semester hours, including Honors I and II, attain at least a B- in each course, and graduate with a 3.5 GPA. A participant in an officially sanctioned ACM-GLCA off-campus study program may be released from one Honors 210 course. Possible release from the Senior Year Honors Course because of Off-Campus Program attendance will be negotiated on a case-by-case basis with the Honors Committee.

Courses are reserved initially for Honors students. If space is available, others may enroll with the consent of the instructor.

HONR 110. Honors I. Wonder, Ideas, Trials. A critical examination of texts and issues related to the acquisition of knowledge, the various means by which we know, and historical-cultural factors influencing what we know. The course is organized from a comparative and interdisciplinary perspective. (Three credits.) (Prof. Craig Watson; spring semester)

HONR 210. Selected Topics. A critical examination of a seminal figure, event, movement, or idea recognized as significant in shaping our collective history. A minimum of four courses is required. (Three credits each.)

■ Current Courses in Selected Topics:

The Births and Deaths of Tragedy. The course first examines literary definitions and representative types of tragic drama, tracing the genre from Greek plays and Aristotle's Poetics through Senecan, Elizabethan, neoclassical French, then

modern European and American works. Readings and discussion next focus attention upon philosophical theories of tragedy, particularly of the 19th century—theories which find in literary works ways of describing "tragedy in the world." Consideration is subsequently given to Freud's tragic consciousness and literary indebtedness to Greek tragedy; and to reports of intellectual and literary historians in the 20th century which pronounce the "death of tragedy." (Prof. Craig Watson)

Globalization. One of the most significant trends of the second half of the twentieth century has been a dramatic increase in circulation of people, commodities, and cultural products in the world. This phenomenon, generally referred to as globalization, has posed a serious challenge to social scientists. This is so because the new social and political formations wrought by globalization break down familiar expectations that human societies can be understood in terms of specific geographic and cultural regions. In this context of complex flows and unexpected linkages of people, capital, resources, and political relationships, how are we to define meaningful analytical and interpretive boundaries? This course will examine globalization by first introducing students to the major issues discussed by recent scholarship on globalization. For the second half of the course we will focus on a particular region, South Asia, in order to challenge the premise that globalization is a 20th century phenomena. Globalization in South Asia began not with the introduction of McDonald' s and global capital investment, nor with the nineteenth-century dominance of the British raj. It began with the earlier encounters between India and the Arab and European world. The impact of this globalization process will be examined closely. In doing so, we will come to a general understanding of the impact of globalization on regions, peoples, and cultures.

The Human Dialogue. A course organized around the theme of dialogue as a principle for interpreting the human condition. The human sciences most commonly focus on either the individual self (e.g., psychology) or the social structures within which people live (e.g., sociology). By contrast a dialogical approach centers attention on the interaction between individuals as a generative force which can account for outcomes of both self and social structure. Topics covered while examining the dialogical principle will include: dialogue as a pragmatic of communication and conversation, dialogue as a philosophical concept, dialogue as a basis for ethics, and dialogue as the progenitor of the self. Students will read and discuss critical texts, reflect on dialogical experience in journals, analyze communicative interactions, and pursue an individual project. (Prof. Lee McGann)

Nobel Laureates: Modern Literature. The course is an overview of modern world literature by way of the recipients of the Nobel Prize in Literature. Works will be selected from the following authors: Albert Camus, Yasunari Kawabata, Samuel Beckett, Isaac Bashevis Singer, Gabriel Garcia Marquz, Wole Soyinka, Heinrich Böll, Thomas Mann, Naguib Mahfouz, Luigi Priandello, Ivo Andríc, Patrick White, Czeslaw Milosz, and Nadine Gordimer. If feasible, a work by the recipient of the 1998 prize will be included. The primary focus of the course is a critical appreciation of these writings as works of art. Secondarily, the breadth of the literature will invite comparative analysis both in

literary and cultural terms.

Reading Through The Millennia. An examination of texts from three millennial transitions (1 B.C., 1000 A.D., and 2000 A.D.). With an emphasis on general cultural and historical characteristics as well as prophetic/predictive aspects of each period.

Signifying Voices: The Caribbean. An in-depth study of the Anglophone, Francophone, and Hispanophone Caribbean, including the Greater Antilles (Cuba, Haiti, The Dominican Republic, Puerto Rico, Jamaica), and the Lesser Antilles (Guadeloupe, Martinique, Trinidad) and touching on Mexico and the countries of Central and South America where their histories and cultures pertain to the Caribbean. The emphasis is on understanding the peoples of the region through their own eyes, and largely through their literary traditions, but also including other artistic traditions, notably music and dance. Course participants will also study the history and the politically and economically strategic significance of the region.

Strange Worlds: The Quantum World, The Early Universe, and The World of Complexity. The ideas of modern physics have profoundly changed our view of the universe and our role in it. The application of those ideas has had and will continue to have tremendous technological, social and ethical consequences. This course will focus on the conceptual understanding of quantum theory, cosmology, theories of chaos, and on the philosophical and practical consequences of those ideas. Particular attention will be paid to the historical development of these ideas and to the experimental data that support them. The consequences of a world view that includes quantum physics, modern cosmology, and new understandings of complexity will be discussed and analyzed in detail. This discussion may include topics dealing with ethical dilemmas and questions that arise because of both the world view and the practical and technological results of those ideas.

HONR 410. Honors II. The capstone course attempts to synthesize the students' intellectual experiences as well as to anticipate conditions and ideas for the future. Prerequisite: Senior standing. (Three credits.) (Staff; fall semester)

■ General Education Course Substitutions:

Honors students who complete the program may substitute specifically designated HONR 210 courses for the following General Education requirements:

1. A lab science course in the rubric "Physical Universe and its Life Forms"
2. A "Human Societies" course other than "Comparative Societies"
3. An "appreciation" course under the rubric "Beauty and Meaning in Works of Art"
4. A course listed under the rubric "Issues and Ideas"

(The Registrar will normally count an HONR 210 course (not otherwise assigned as a substitute for any other General Education course) as a substitute for the "Issues and Ideas" course, for all students completing the program.)

For any student enrolled in the Honors program but who subsequently fails to complete it, the Registrar will evaluate the student transcript upon student notification of discontinuance from Honors, and apprize the student of remaining General Education requirements for graduation.

A grade of "B-" or better is required in each Honors course. If a student falls

below that grade in a particular Honors course and leaves the program subsequently, that course will substitute for a designated General Education requirement. Should a student complete all requirements in Honors but fail to graduate with "Honors" because of a college-wide G.P.A. below 3.5, "designated" Honors courses taken by the student will substitute for the pertinent General Education courses.

■ Application and Admission to the Honors Program

An interested student should solicit a confidential letter of recommendation from a faculty member familiar with his or her academic performance. Typically, a letter of recommendation will address the student's preparation in terms of intellectual capacity, written and oral abilities, and class participation. The letter may further provide a faculty member's estimate of the applicant's independence, initiative, and creativity. Applicants may request more than one letter of recommendation.

Applicants are asked, also, to submit a formal essay of about 400-500 words, in which they review their expectations of the program and their motivations for applying. Along with the essay, applicants should also submit a recent sample of their writing (e.g., a Freshman Seminar paper). The Honors Committee will also review applicants' high school records and ACT scores. All application material should be submitted to Craig Watson, Honors Program Coordinator.

Off-Campus Programs

Monmouth College considers off campus study, including both international and domestic experiences, to be an opportunity for students to enhance their liberal arts education. Such study may serve as a significant complement to the major or to the general education curriculum and to the mission of the college. Monmouth College makes available to its students programs which are intellectually challenging, aesthetically inspiring, and diverse in setting. The off-campus experience enables students to explore different perspectives on the human condition in a global community.

The College takes seriously its obligation to provide quality programs, which are only approved after careful review by the faculty. Many of the programs endorsed by Monmouth College are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). Other programs like Washington Semester at American University and at the Ecole Normale Superieure de Gestion et Commerce (ESGCI) in Paris are also available. While some programs require proficiency in a foreign language, most do not. Students may use their Monmouth College financial aid only for approved programs. (Students interested in participating in non-approved programs must consult the registrar for transferability of credits.) While most of these programs cost about the same as study on campus, except for travel expenses and incidentals, some may be slightly more expensive. Applications for these programs are competitive and students must make application to the Curriculum Committee. All Monmouth College applications for off-campus programs during the academic year 2002-2003 are due on February 1, 2003.

Students are encouraged to consult with campus representatives for specific programs early in the application process. Further details are available from the college coordinator of off-campus programs (Professor Thomas Sienkewicz).

■ ACM Central European Studies Program in the Czech Republic

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe. The program is based at Palack_ University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training and course work, field trips to major Central European cities, independent research, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary socio-political issues, and Czech literature and culture. Administered by ACM, Central European Studies is also recognized by GLCA.

Length of Program: September to December
Enrollment: 15 to 20 students
Eligibility: Juniors and seniors
Credit: 16 semester hours or the equivalent
Campus Representative: William Urban

■ ACM Chicago Arts Program: Internships, Seminars, Workshops

The Chicago Arts Program is a 15-week

semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on Independent Study Projects and in two courses: the Core seminar, Negotiating Chicago's Artworld, and an elective studio-based Special Topics workshop. Possible internship placements include but are not limited to museums and galleries, artists' studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities.

Length of Program: late August to mid-December, or late January to mid-May
Enrollment: 30 students (fall), 20 students (spring)
Eligibility: Advanced sophomores, juniors, and seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Cheryl Meeker

■ ACM Costa Rica: Studies in Latin American Culture and Society

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community.

Length of Program: late August to December
Enrollment: 25 to 30 students
Eligibility: Sophomores, juniors, and seniors, with at least two years of college-level Spanish or equivalent
Credit: 16 semester hours or the equivalent
Campus Representative: Susan Holm

■ ACM Florence

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance Languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture.

Length of Program: late August to December
Enrollment: 25 to 30 students
Eligibility: Juniors, and seniors. Prior Italian language recommended
Credit: 16 semester hours or the equivalent
Campus Representative: Tom Sienkewicz

■ ACM India Studies

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host

families in Pune, a city that is at once both traditional and highly industrialized, offering students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses and complete their independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves and the pilgrimage to Pandharpur. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged.

Length of Program: mid-July to mid-December
Enrollment: 20 students
Eligibility: Any currently-enrolled student may apply, though priority is given to those who will be juniors or seniors
Credit: Equivalent to one extended semester of work on the home campus (18 semester hours).
Campus Representative: Farhat Haq

■ ACM Japan Study

Students study at Waseda University's International Division in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA.

Length of Program: mid-September to late June (academic year) mid-September to late December (fall term) mid-September to early February (fall semester)early April to late June (spring semester)
Eligibility: Sophomores, juniors, and seniors with a minimum 3.0 GPA. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure.
Credit: Equal to an equivalent period on the home campus
Campus Representative: Don Capener

■ ACM London and Florence: Arts in Context

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature and theatre as well as Italian language. Visits to museums, galleries, theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (3 semester hours). In addition, a pilot program running from January through March based in Florence is available for a small number of students, particularly those from colleges with term calendars.

Length of Program: late January to May
Enrollment: 50 students (25 begin in London, 25 in Florence)
Eligibility: Sophomores, juniors, and seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Tom Sienkewicz

■ ACM Nation Building and Development in Africa (Tanzania)

Currently located on the University of Dar es Salaam campus in Tanzania, this interdisciplinary program addresses the challenges of building a modern independent

nation and focuses on development issues in Africa. University of Dar es Salaam faculty members offer courses in culture and society, political and economic development, and Swahili language. Students also complete an independent field project under the guidance of program staff or university faculty. Family stays in Dar es Salaam offer students the opportunity to live with Tanzanians and participate in community life. The academic program is also enriched by field trips and a rural stay.

Length of Program: early January to mid-May
Enrollment: 20 to 25 students
Eligibility: Advanced sophomores, juniors and seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Mary Bruce

■ ACM Newberry Library in the Humanities

One of America's great research libraries provides the setting and resources for this program. Students attend interdisciplinary seminars taught by visiting professors and also have the opportunity to work with resident scholars and library staff. In the fall seminar, students write a major research paper based on the Newberry's collections in the humanities. In addition to the semester-long fall seminar, students may enroll in one-month seminars during the winter and spring. Administered by ACM, the Newberry Seminar in the Humanities is also recognized by GLCA.

Length of Program: late August to December (fall seminar) January to May (short-term seminars)
Enrollment: 15 to 25 students (fall seminar) 8 to 15 students (short-term seminars)
Eligibility: Exceptionally qualified juniors and seniors
Credit: 16 semester hours or the equivalent (fall seminar); equivalent of one course (short-term seminars)
Campus Representative: Mark Willhardt

■ ACM Oak Ridge Science Semester

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA.

Length of Program: August to December
Enrollment: 20 students
Eligibility: Upperclass majors in biology, chemistry, physics, geology, mathematics or social sciences
Credit: 16 semester hours or the equivalent
Campus Representative: Chris Fasano

■ ACM Russia

The enormous political, social and economic changes taking place in Russia provide a fascinating context for this program, and the Kuban/Black Sea region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity which accompany these changes. The program combines intensive study of the Russian language with a course on Russian society. Students live with

Russian families and the combination of home stays, field trips and individual projects provide for maximum exposure to contemporary Russian life. The program is based at Kuban State University in Krasnodar, a regional center of one million people. The city's distinctively Russian atmosphere encourages a stronger cultural immersion than is usually found on Russia programs in more Westernized locations. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Administered by ACM, the Russia Program is also recognized by GLCA.

Length of Program: late August to December
Enrollment: 20 students
Eligibility: One year Russian language
Credit: 16 semester hours or the equivalent
Campus Representative: William Urban

■ ACM Tanzania: Studies in Human Evolution and Ecology

The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution and the ecology of the Serengeti while developing a field project. For the next six weeks, students live in field camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding.

Length of Program: late July to mid-December
Enrollment: 20 students
Eligibility: Juniors and seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Ken Cramer

■ ACM Tropical Field Research (Costa Rica)

The Tropical Field Research Program (winter/spring) is designed for advanced work in the natural and social sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty adviser.

Length of Program: late January to May
Enrollment: 25 to 27 students
Eligibility: Juniors and seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are strongly recommended)
Credit: 16 semester hours or the equivalent
Campus Representative: Susan Holm

■ ACM Urban Education

The Urban Education Program offers term or semester student teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in January on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety

of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school. Placements are made in public, private, or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies. The "Dimensions of Multiculture" course offered during the January interim explores the meaning of cultural identification and its impact on children's learning, and also serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures.

Length of Program:
Student Teaching: semester, term or multi-block; Bilingual/ESL: semester or term
Dimensions: January interim
Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequi sites for student teaching
Credit: Equal to an equivalent period on the home campus
Campus Representative: Dorothy Douglas

■ ACM Urban Studies

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a Core Course and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America.

Length of Program: early September to mid-December, or early February to mid-May
Enrollment: 50 to 60 students (fall); 35 to 45 students (spring)
Eligibility: Sophomores, juniors, and seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Steve Buban

■ ACM Wilderness Field Station

The ACM Wilderness Field Station, located in Northern Minnesota on remote Low Lake in the Superior National Forest, offers an exceptional opportunity for direct observation of Northwoods nature. Courses take advantage of the serene surroundings through field research, canoe trips, and outdoor learning situations. Science courses are at the heart of the field station and often include aquatic biology, animal behavior, ornithology, and behavioral ecology of vertebrates. These courses may fulfill distribution requirements for non-majors. The base camp's laboratories, herbarium and library enable students to supplement their field work with formal scientific study. Other non-science electives such as nature writing may be available. There is an independent study option as well. Participants take one course during a 4-week session, and there are two sessions each summer.

Length of Program: mid-June to mid-July; mid-July to mid August; or both

Enrollment: 24 students per session and eight students per course
Eligibility: Many courses have no prerequisites and may satisfy the general educa tion biology or science requirement at some colleges.
Credit: 4 semester hours or the equivalent each session
Campus Representative: Ken Cramer

■ American College of Thessaloniki

Monmouth College maintains with the American College of Thessaloniki in Greece, a student-exchange agreement which allows Monmouth College students to study at ACT for either fall or spring semester. American College of Thessaloniki is a private, non-profit institution fully accredited by the New England Association of Schools and Colleges. ACT offers a wide range of courses in business, computer science, mathematics, English, Fine Arts, Modern Greek, History, International Relations, Philosophy, Social Sciences, Psychology, Science and Physical Education. All courses are taught in English, except for instruction in modern Greek. While no prior knowledge of modern Greek is required to apply, Monmouth College students are expected to study modern Greek at ACT. ACT will assist MC students in finding off-campus lodging. (16 semester hours)

Campus Representative: Tom Sienkewicz

■ American University in Paris

The American University in Paris is a small, private liberal arts college which offers an American-based program with a strong international perspective in the heart of Paris, France. Approximately 800 students from 85 countries study at AUP. Course offerings include Art History, International Business Administration, English and Comparative Literature, Communications, Computer Science, Drama, Economics, French, Gender Studies, German, Italian, Mathematics, Music, Philosophy, Political Science, Science, and Spanish. While English is the language of instruction at AUP, French is the language of the daily environment of both students and faculty. Students with a strong proficiency in French can take part in AUP's exchange program with the Sorbonne. The school also has the means to aid students in locating reasonable housing arrangements, which include a home-stay with a French family, an independent room, or a studio apartment. (16 semester hours.)

Campus Representative: Tom Sienkewicz

■ Augsburg College in Mexico and Central America

Monmouth College participates in an arrangement with Augsburg College's nationally recognized Center for Global Education (founded 1982) to provide study abroad experiences in Mexico and Central America. The program in Mexico is based in Cuernavaca, "The City of Eternal Spring," and the different semester options provide planned, guided, academic travel to other parts of Mexico, and/or to Guatemala, El Salvador, or Nicaragua. Programs offered are for both the fall and the spring semesters. Each program is theme-driven, and the themes may vary from year to year, but programs are interdisciplinary and provide a thoughtful and highly effective way to combine knowledge and further study of a language with academic work and in-depth experiences in other disciplines, such as business administration, communications, cultural studies, ecology, economics, education, history, literature, philosophy, political science, religious studies, sociology, and women's studies. All programs include an orientation program, home stays and opportunities for travel and for internships. These well-planned and thoughtfully organized experiences offer Monmouth students the opportunity to live the goals of

a liberal arts education. The programs are open to application from any sophomore, junior or senior who has studied at least one semester of college-level Spanish (SPAN 101), and is in good academic standing.

Length of Program: fall and spring semesters
Eligibility: Sophomores, juniors, and seniors in good academic standing with at least one semester of college-level Spanish
Campus Representative: Susan Holm

■ Central College in Granada

Monmouth College participates in an arrangement with Central College in a program of study at the University of Granada (founded 1531), in Granada, Spain. Granada is both an ancient and a very modern university city that retains evidence of Phoenician, Greek, Roman, and especially Arab civilizations. This latter culture left Granada's most famous site, a magnificent hill-top palace, the Alhambra.
Classes are held at the University's Center for Modern Languages, where students from all over the world (including Spanish students majoring in foreign languages) study language, literature and translation. The program offers Monmouth College students several different opportunities to study the Spanish language and literature, as well as the possibility of studying business and economics, art, geography, history music and sociology, among other disciplines. Monmouth students can choose either a fall quarter or spring semester option. Students are placed at the appropriate level of language study by a test administered by the University of Granada and by an evaluation by the on-site Director of Central's Granada program. Students are then offered class options appropriate to their language ability from one of five different levels of Spanish, and at the Superior level may study in a variety of disciplines at the University. All courses are taught in Spanish by Spanish professors at the University of Granada. The on-site Director is a native of Spain and has taught in the United States. The Program has been operated since 1968. It offers a strong orientation, home stays, participation in community service programs, cultural activities in Granada (flamenco dancing programs, dance lessons, excursions to the opera and to museums) and educational excursions to other areas of Spain. The different programs are open to any sophomore, junior or senior in good academic standing at Monmouth. Although students who have never studied Spanish are eligible, Monmouth recommends it especially for students who have passed SPAN 101 and/or 102 or the equivalent.

Length of Program: fall quarter or spring semester options only
Eligibility: Sophomores, juniors, and seniors in good academic standing
Campus Representative: Susan Holm

■ Ecole Normale Supérieure de Gestion et Commerce

Ecole Normale Supérieure de Gestion et Commerce in Paris, France, one of the largest and well-known groups of business schools in France, is located in the heart of Paris in a charming residential neighborhood and offers a wide number of international business courses taught in both French and English at both the undergraduate and graduate level. All English-based courses are taught by native English speakers who have earned both academic and professional qualifications that allow them to guide students towards a theoretically sound yet applicable course of study. Academic standards are high and the social aspect is rich at ESGCI. All students are expected to participate in the Student Associations. Numerous sports, organizations, and clubs are available for the students' enjoyment and leadership experience. Students from over seventeen

countries are represented in this program. Housing can be arranged in school-owned apartments. The school also has the means to aid students in locating reasonable housing arrangements. (16 semester hours.)

Campus Representative: Ken McMillan

Kansai Gaidai University

Monmouth College maintains with Kansai Gaidai University in Hirakata, Japan, a student-exchange agreement which allows Monmouth College students to study at Kansai Gaidai for a semester or a full academic year. Kansai Gaidai University is a private, nonprofit institution fully accredited by the Japanese Ministry of Education. Kansai Gaidai offers a broad liberal arts curriculum from which any Monmouth College student could select suitable and rewarding major or general education courses. All courses are taught in English, except for instruction in Japanese language. While no prior knowledge of Japanese is required to apply, Monmouth College students are expected to study Japanese at Kansai Gaidai. The school will provide home stays for students. Either fall or spring semester option. (16 semester hours.)

Campus Representative: Tom Sienkewicz

Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length. Junior standing is required. (Students normally earn 16 semester hours of credit.)

Campus Representative: Ira Smolensky

PREPROFESSIONAL PROGRAMS

■ **Architecture.** Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program consists of three years at Monmouth College with a major in art or a synoptic major, and four years of architecture studies at the university. After successful completion of the first year at Washington University, the student receives the B.A. degree from Monmouth College. A master's degree in architecture is awarded after completion of the program at Washington University.

■ **Computer Science.** Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics and computer science. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice. The department of mathematics and computer science offers majors in both mathematics and computer science.

■ **Dentistry.** Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with The Wackerle Center for Career and Leadership Development, to help students obtain catalogs and admission material.

■ **Engineering.** Monmouth College is affiliated with Case Western Reserve University, Washington University, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a B average is maintained in the specified courses at Monmouth. Upon completion of the first year, the student receives a degree from Monmouth. Upon completion of the second year, the student receives a degree from the engineering school.

■ **Environmental Science.** An interdisciplinary major in environmental science can lead to graduate work or career positions in this expanding field. This program emphasizes an interdisciplinary approach utilizing instruction in seven departments in order to comprehend the complex nature of environmental issues. Depending on the student's goals, the program allows development of scientific expertise or skills in policy/advocacy, while assuring a solid background in both areas for all graduates.

■ **Law.** Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They

should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit.

■ **Library Science.** After receiving the B.A. degree, a student may qualify for a master's degree in library science with approximately one year of training in a professional school. Library schools require no particular undergraduate major or course of study, but specialization can lead to library work in that area. Opportunities may be available for qualifying students interested in library science to work in Monmouth College's Hewes Library.

■ **Medical Technology.** After three years of pre-professional education at Monmouth, students complete the professional phase of the program in two years at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush University. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush.

■ **Medicine.** Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

■ **Ministry and Christian Education.** The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the ministry today. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Hebrew and Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the education department as well as from the above concentrations.

■ **Nursing.** The pre-professional phase of the nursing program is normally completed in three years at Monmouth, followed by two years of professional training at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush. The Monmouth B.A. is received at the end of the first year.

■ **Occupational Therapy.** Students can prepare for graduate work in occupational therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center,

to help obtain catalogs and admission materials.

■ **Physical Therapy.** Students can prepare for graduate work in physical therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

■ **Reserve Officers' Training Corps.** Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. Information about this program may be found in the section on the military science department.

■ **Social Service.** Entry-level jobs in social service agencies are open to all majors although professional advancement often requires a graduate degree. The sociology and psychology majors prepare students well for graduate programs in the social service area, e.g., M.S.W., M.A. in counseling. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish.

■ **Teaching.** Monmouth teacher preparation programs meet the professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary, middle and secondary schools with opportunities to develop the skills and knowledge needed to become effective teachers. Students interested in teaching as a career should pursue programs of study that take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education Program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students, including a special program for those interested in bilingual education. Detailed information about specific teacher education programs may be found in the section on the education department.

■ **Veterinary Medicine.** Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

ADMISSION

■ **Admission Policy.** Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and political science, and two years of a foreign language). Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the College and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

■ **The Admission Process.** The complete admission process for all full-time students includes these steps:

1. The complete application form must be sent to the Admission Office.

2. An official transcript of high school credits including rank in class and SAT or ACT scores must be filed with the Admission Office. Transfer applicants must have an official college transcript sent from all previously attended institutions on file.

3.Completed applications are reviewed by the vice president for admission. The vice president for admission may approve those which are clearly acceptable; those which are not are referred to the Admission Committee for individual consideration.*

4. Notice of the action taken is sent to the applicant on a rolling basis. Those who are accepted will receive instruction concerning the new student deposit of $150.00 and housing information.

5. The health form and immunization records must be complete before a student will be allowed to enroll.

•EARLY ADMISSION. Monmouth will offer admission to students based on a three-year high school record and the SAT or ACT results from the junior year or early senior year, subject to successful completion of the senior year in high school.

**Transfer students' acceptance will be based on their GPA as it relates to Monmouth College's current student good standing policy. Students who have earned a cumulative GPA of 2.5 or higher have a significant advantage.*

•REGULAR ADMISSION. Applicants on Regular Admission will receive notification from the College on a rolling basis during the senior year.

•SPECIAL, PART-TIME, AND REENTERING STUDENTS. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Vice President for Admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 12 hours of credit per semester. An applicant who wishes to enroll as a part-time student or take only an independent study course, must first obtain permission to register as a part-time student from the Vice President for Admission.

Students who have previously attended Monmouth College and wish to reenter are required to submit a written request to the Vice President for Admission indicating the reason of initial withdrawal from the College, accomplishments during the interim period, and the term for which the student is seeking readmission. Transcripts of all college credit completed since withdrawal from Monmouth College are also required. Final approval must be granted by the Vice President for Admission prior to beginning the registration process.

Tuition And Other Charges, 2002-2003

TUITION, ROOM, AND BOARD

Standard Charges Per Semester:

Tuition	$8,880.00
Room (Standard double occupancy)	1,300.00
Edinburgh Meal Plan	
21 meals/week and $40 flex dollars	1,065.00

Alternative Room Options:

*Premium double occupancy	1,475.00
Suite occupancy (with roommate)	1,650.00
Additional charges for private rooms:	
Per semester, double room, single occupancy	400.00
Per semester, single room, single occupancy	100.00

Alternative Board Plan Options:

(Information is available in the Meal Plan brochure):

The Glasgow	
21 meals/week and $120 flex dollars	1,140.00
The Stirling	
21 meals/week and $240 flex dollars	1,255.00
The Haddington	
14 meals/week and $85 flex dollars	1,065.00
The Dundee	
14 meals/week and $165 flex dollars	1,140.00
The Aberdeen	
10 meals/week and $140 flex dollars	1,065.00

Total annual charge:
(tuition, fees, 21 meal board, and double-occupancy room) $22,490.00

**Premium occupancy applies to McMichael Residence Hall and other designated rooms.*

PAYMENT

All fees and charges are due two weeks prior to the beginning of the semester in which the student is enrolled. Students may not register until their accounts are paid in full or satisfactory alternative arrangements are made with the Business Office.

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students who wish to distribute payment over several months must make arrangements to do so using the FACTS payment plan. Information is available from the College Cashier. Enrollment and payments may be made on-line by connecting to the e-cashier site at www.monm.edu/business-office/payment.htm. Scroll down and select "FACTS Tuition Payment Plan." There is a $50 annual enrollment fee.

CONDITIONS

The normal course load for a full-time student is 15 to 16 semester hours. A student enrolled for 12 semester hours is classified as a full-time student. Tuition charges provide for a course load up to and including 18 semester hours. Tuition per semester is based upon a student's registered course load as of the last day to add a course. (See 2002-2003 Academic Calendar.)

Tuition includes use of the library, laboratories, student center, cultural activities, co-curricular programs, admission to athletic contests and most other campus events. Tuition is required whenever a student is enrolled for course work at Monmouth College or under Monmouth College's auspices, whether the course work is on or off campus.

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room will be billed at the single-occupancy rate.

All unmarried students are required to live

and take board on campus, except that residents of the immediate area may receive permission to commute to the College when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the College dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus. All expenses associated with off-campus study, such as travel, costs incurred due to a program cancellation, clothing and meals at unusual times, will be borne by the student. Not all financial aid is continued for off-campus study programs, and the student must check with the Financial Aid Office to determine whether financial assistance is continued for the particular off-campus study program in question.

Payment of all current financial obligations to the College is a prerequisite to receiving the degree. Failure to meet such obligations will preclude participation in Commencement activities.

STUDENT HEALTH INSURANCE PLAN

All students enrolled for six or more semester hours are required to participate in the Student Health Insurance Plan unless proof of comparable coverage is furnished. (Further information is available in the Health Insurance Plan brochure.)

If you have comparable coverage, a completed waiver card must be submitted to the College Business Office by the applicable deadline or the insurance premium will be charged. Coverage will continue to the next policy year anniversary date. Health care provided through a Health Maintenance Organization (HMO) may be accepted for waiver purposes, however, students should confirm that coverage extends beyond your HMO service area.

Fall:

2002 annual enrollment premium $420.00
2002 waiver submission deadline .Aug. 9, 2002

Spring:

2003 new student enrollment premium $252.00
2003 new student waiver submission deadline . . . . . .Jan. 6, 2003

OTHER CHARGES

OVERLOAD, per semester hour $740.00

Students who take more than 18 semester hours per semester will be charged additional tuition on a prorated basis. Tuition for fewer than 12 or for more than 18 semester hours will be charged at $740 per semester hour.

AUDIT, per semester hour $370.00

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

CREDIT BY EXAMINATION, per semester hour $370.00

INDIVIDUAL INSTRUCTION

Music Lessons:

Music major, full-time student.....No Charge
Music minor, full-time student . . . . . .
May take up to four credit hours of lessons without charge; any additional lessons will be charged at the half-hour and hourly rates below, unless they are being taken to support an area of performance specialty.
Non-music major, full-time student-registered for participation in musical ensemble, may take lessons in are of performance specialty without a charge. *(Example: Choir participant may take voice without charge, but not piano.)*

Non-music major and minors (who exceed 4 credit hours of lessons), half-hour lesson per week, per semester $185.00

Hour lesson per week, per semester .$370.00

INTEREST CHARGE 8.4%

Interest charges are assessed to student accounts on the first (1st) day of each month. The amount of the assessment is determined by

taking the outstanding balance on the 1st day of the previous month, subtracting any credits posted during the month, and multiplying the resulting amount times 7/10ths of 1 percent, which is the equivalent of 8.4 percent per year. This method will always allow at least 30 days but not more than 60 days for charges to be paid without incurring any interest assessment. Interest is assessed on all outstanding balances, even if those balances are intended to be paid by financial aid not yet posted to student accounts, including loans and College employment. Interest is not assessed on outstanding balances if a student is participating in the FACTS plan and all payments are current.

LATE COURSE SELECTION FEE $30.00

Returning students who fail to make course selections by the specified date preceding each semester will be assessed this additional fee.

LATE REGISTRATION FEE $30.00

All students must complete the confirmation check at the beginning of each semester to officially enroll at Monmouth College. Students who fail to complete this process by the specified date at the beginning of each semester will be assessed this additional fee.

CHANGE OF REGISTRATION $15.00

Students who change registration after the first week of classes will be charged this additional fee.

MATRICULATION FEES

Application fee . . . . . .None
Deposit for new students $150.00

A deposit is required of all new students accepting admission and enrolling for nine or more semester hours. This $150 is retained as a deposit that is refunded at graduation or withdrawal of the student from the College, provided there are no outstanding charges. New student deposits are refundable if requested by May 1, prior to entry for the fall semester and are refundable if requested by December 1, prior to entry for the Spring semester.

ROOM CANCELLATION FEE $150.00

Resident students who do not return for the Fall semester must cancel their room assignment by written notice to the Student Affairs Office no later than July 1 or be assessed this additional fee.

YEARBOOK FEE $25.00

Annual yearbooks are produced for those students who place an order by the deadline date (October 15, 2002). The yearbook fee will be charged to the student's account. Orders may not be canceled after the deadline date.

OFFICIAL TRANSCRIPT, per copy $3.00

Official transcripts are issued only upon written request. All financial obligations to the College must be met before a transcript will be issued. (Unofficial transcripts are issued at no cost for current students only.)

PLACEMENT SERVICE

Enrolled student:
Up to 5 mailings of credentials $10.00
Each additional mailing $4.00
Non-enrolled student:
Up to 3 mailings of credentials $10.00
Each additional mailing $4.00

ROOM TELEPHONE *(Further information is available in the Resicom Manual.)*

An active telephone jack is provided, at no additional charge, in each residence hall room. Students must provide their own touch-tone telephone. Students wanting full telephone services should obtain an authorization code from Resicom, the campus telephone service company. Normally, authorization codes will be available for new students when they arrive on campus. Returning students may use the same access code from the previous academic year. Any telephone problems or questions pertaining to authorization code billing or use should be directed to Resicom by dialing 8888 from any campus phone or by dialing 1-800-853-1030.

REPLACEMENT OF LOST KEY OR CARD

Outside key to building $50.00
Room key $10.00
Other key $10.00
ID or meal card $10.00

The security of residence halls and the integrity of the identification system demand

cooperation and responsibility from all members of the community in safeguarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent abuse of ID cards. Students are charged for keys not returned by the last day of each semester. Students who return keys after the last day of each semester will not receive a full refund for key charges. The refund will be one half of the initial charge.

MOTOR VEHICLE CHARGES

Auto Registration . . . . .$30.00 per semester
Parking/other violation fine $20.00
Parking on College lawns fine $50.00
No vehicle registration fine* $100.00

**In addition, violators must also register the vehicle and pay the $30 vehicle registration fee.*

Motor vehicle regulations are designed to protect the safety and welfare of the campus community and to promote good order. Designated staff monitors issue tickets for violations. Any enrolled student bringing a motor vehicle to campus must register the vehicle in the lower level of Poling Hall, Room 6, within the first week of classes, and thereafter, before bringing a vehicle to campus.

Students bringing a motor vehicle to the College may be subject to additional registration requirements with the City of Monmouth.

REFRIGERATOR RENTAL

A limited number of refrigerators with microwave ovens are made available at an annual rental rate.

6.25-Cubic-Foot Refrigerator/Freezer with Microwave Oven $100.00
Replacement charge if lost or stolen $490.00

Students are responsible for paying for damages to refrigerators, not to exceed the replacement charge. Students who fail to clean refrigerators at the end of the rental period will be charged $20 for each unit.

AIR CONDITIONERS

Students requiring air conditioners for medical reasons must provide the office of Student Affairs with a doctor's certificate attesting to the medical need. The last date for submission of doctor's certificate is Friday, July 26, 2002.

Air Conditioner Fee . .$150.00 per semester
Reinstallation Fee (moving to another room) $40.00

Air conditioners are permitted and provided by the College **only for chronic medical reasons**. Students are not allowed to bring their own air conditioners.

NON-SUFFICIENT FUNDS

CHECK RETURN FEE $15.00

This fee is charged on each check returned to the College for non-sufficient funds.

SUMMER SESSION

Tuition, per semester hour $592.00
Room, per week, double occupancy $60.00

Board is not available. Students who withdraw during the first two days of classes receive a 75% tuition refund. After the second day of classes, there is no tuition refund.

CHARGES FOR SUPPLIES OR DAMAGE

Charges for art, laboratory or other supplies; lost library items, or for breakage or damage to College property are billed immediately or at the end of the semester.

The charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

A refund is the amount of money that the College will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the College are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the College may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal.

Once a student has withdrawn from the College, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary.

Attribution

Student loans, scholarships and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Family Educational Loan Program loans (Stafford, PLUS, etc) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student's account will be adjusted accordingly.

Refund Policies

When a student withdraws from all classes during a semester, it is the College's responsibility to determine the student's withdrawal date for the purposes of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal

For a student to be considered **officially** withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Affairs. The withdrawal date is the date that the student notifies the Office of Student Affairs of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal

If a student ceases attendance without providing official notification to the College, the withdrawal date will be the mid-point of the semester, except that the College may use as the withdrawal date the student's last date of attendance at an academically-related activity, as documented by the College.

Special Circumstances

If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Dean of Students may determine a withdrawal date related to that circumstance.

Return of Title IV (Federal) Financial Aid

When a student withdraws during a semester, the amount of federal financial aid earned by the student is determined on a pro-rata basis. Once a student has completed 60 percent of the semester, he/she is considered to have earned all of his/her federal financial aid. If the student has completed less than 60 percent of the semester, he/she is considered to have earned an equal percentage of the aid originally scheduled to be received. (Federal Work Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the College must return a portion of the excess equal to the lesser of:

(A) the student's institutional charges multiplied by the unearned percentage of funds, or (B) the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50 percent of the grant rather than 100 percent.

The Title IV funds must be credited to outstanding loan balances or to any amount awarded for the semester in which a return of funds is required in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans received on behalf of the student

5. Federal Pell Grants
6. Federal SEOG Grants
7. Other Title IV assistance

Refund of Charges

A student who withdraws prior to completing 60% of the semester is entitled to a pro-rata cancellation of that semester's direct costs for tuition, room and board. Indirect costs such as parking permits, insurance, books, class fees, etc., will not be pro-rated. After completion of 60% of the semester, there is no refund of charges.

A student who withdraws before the first day of classes of any semester, is not considered to have been enrolled for that semester and is therefore entitled to a 100% cancellation of charges. If a student remains on campus beyond his/her withdrawal date, he/she will be assessed room and meal costs based on actual period of residency on campus.

Program fees, housing fees and all other fees assessed to a student's account to cover additional charges by a host institution for an off-campus program will be refunded in accordance with refunds made by the host institution. Any special travel arrangements or incidental costs due to a program cancellation will be at the student's own expense. Monmouth College may require students to return from an off-campus program at any time, regardless of whether its sponsor or host institution has officially cancelled a program.

Refund of Funds from the Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assistance Commission, if a MAP recipient withdraws after the end of the second week of the semester, the student may receive MAP grant payment for costs incurred up to the semester award provided the college's tuition refund policy indicates that the student has incurred charges in the amount of the claim.

Refund of Institutional Financial Aid

Institutional financial aid may consist of Monmouth Grant, Monmouth Scholarships and Monmouth Loans. The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges. When a student withdraws prior to completing 60% of a semester, a pro-rated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. After completing 60% of the semester, there is no cancellation of financial aid.

A student who withdraws before the first day of classes of any semester is not considered to have been enrolled for that semester and therefore 100% of the student's institutional aid will be cancelled.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor or a private scholarship or grant award, the funds will be retained to cover the costs incurred by the student. Excess funds will be returned to the donor. Private/alternative loans will be the last item retained to cover the costs incurred by the student. Excess loans proceeds will be returned to the lender.

Summary

In summary, the financial assistance a student is entitled to retain from each source (federal, state, institutional & private) will be calculated and kept in the order described below up to the total costs incurred by the student. When the total assistance a student is entitled to retain is less than the costs incurred, the student will be billed for the difference.

1. Private grants/scholarships
2. Other Title IV grants
3. Federal SEOG grant
4. Federal Pell Grant
5. Illinois IIA Grant
6. Illinois MAP Grant
7. Illinois MRS Scholarship
8. Illinois Byrd Scholarship

9. Monmouth College Grants/Scholarships
10. Illinois DTSS Scholarship
11. Illinois MTI Scholarship
12. Federal PLUS Loan
13. Federal Perkins Loan
14. Federal Subsidized Stafford Loan
15. Federal Unsubsidized Stafford Loan
16. Private/Alternative Loan

Loan Exit Interview Required

Perkins Loan and Stafford Loan borrowers are required to have an exit interview with the Financial Aid Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally-funded program.

Appeal Process

An appeal process exists for students or parents who believe that individual circumstances warrant exception from published College charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the Vice President for Finance and Business at Monmouth College.

EFFECTIVE DATE

The charges above are effective July 1, 2002.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

2002–2003 ACADEMIC CALENDAR

Fall Semester

Classes begin, Confirmation . . . . . August 27
Last day to add a course . . . . . September 2
Last day for returning students to make Spring 2003 course selections without a charge . . . . . September 2
Last day to drop a course without a fee . . . . . September 2
Last day to drop a course . . . . . October 25
Classes end . . . . . December 6
Final examinations . . . . . December 8, 9, 10, 11, 12

Spring Semester

Classes begin . . . . . January 13
Last day to add a course . . . . . January 17
Last day to drop a course without a fee . . . . . January 17
Last day to drop a course . . . . . March 21
Classes end . . . . . May 2
Final examinations . . . . . May 4, 5, 6, 7, 8
COMMENCEMENT . . . . . May 11

Summer Session

Classes begin . . . . . June 2
Last day to register for classes . . . . . June 3
Last day to drop a course without a fee . . . . . June 3
Last day to add a course . . . . . June 3
Last day to drop a course . . . . . June 27

REGISTERS: FACULTY ADMINISTRATION, TRUSTEES

FACULTY, 2002-2003

FULL- AND PART-TIME FACULTY

Richard Giese (1997), President and Professor of Education, 1997- •B.A., Concordia College, 1971; M.Div., Concordia Seminary in Exile (Seminex), 1976; M.A., Washington University, 1976; Ph.D., Kent State University, 1986.

Arnold, George F. (1974), Vice President for Academic Affairs / Dean of the Faculty 1996- ; Professor of Education and History, 1989- •B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Ambrose, Rajkumar (1986), Associate Dean of the Faculty, 1997- ; Professor of Physics, 1990- •M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Altman, Matthew (2002), Assistant Professor of Philosophy and Religious Studies, 2002-

Ambrose, Sarojini (1988), Lecturer in English, 1988- •B.A., 1961; M.A., Madras University, 1963; M.A., Texas Christian University, 1990.

Amstutz, Elizabeth (2001), Lecturer in English, 2001-

Baker, Marie (1996), Lecturer in Education, 1996- •B.S., Illinois State University, 1975; M.S., Western Illinois University, 1991.

Baldwin, Kevin (1999), Assistant Professor of Biology, 1999- •B.A., University of California, Berkley, 1986; Ph.D., University of Florida, 1999.

Barbaro-Medrano, Louise C. (1998), Lecturer in Modern Foreign Languages, 1998- •B.A., University of Toronto, 1980; B.Ed., University of Toronto, 1981; Honor Specialist International Languages, University of Toronto, 1998.

Barclay, Daniel (2001), Lecturer in History, 2001-

Beach, Ellie (2001), Visiting Assistant Professor of Philosophy and Religious Studies, 2001-

Bell, Steve (2000), Instructor in Physical Education, 2000- •B.S., Bemidji State University, 1991; M.S., Bemidji State University, 1995.

Best, Thomas (1998), Lecturer in History and Education, 1999- •B.A., University of Northern Iowa, 1981; M.A., Western Illinois University, 1991.

Betts, James E. (1989), Associate Professor of Music, 1989- •B.M., 1972; M.M., •B.A., Southern Illinois University, 1973; DMA, University of Iowa, 1984.

Blackwell, Marjorie (2000), Assistant Professor of Art, 2000- •BFA, Mahattanville College, 1984; MFA, Maryland Institute College of Art, 1996.

Bond, Marjorie E. (1996), Associate Professor of Mathematics and Computer Science, 2002- •B.S., 1990; M.A., 1992, University of New Mexico; Ph.D., Kansas State University, 1996.

Booth, Thomas (2002), Lecturer in Music, 2002-

Braun, Chad (2000), Instructor in Physical Education, 2000- •B.S., Illinois College, 1995.

Brooks, Chris (1997), Lecturer in Music, 1997- •B.A., Monmouth College, 1972.

Bruce, Mary Barnes 1985, Professor of English, 1999- •B.A., Arlington State College, 1965; M.A., Southern Methodist University, 1968; Ph.D., Arizona State University, 1986.

Buban, Steven L. (1977), Professor of Sociology, 1992- •B.A., 1972; M.A., 1973; Ph.D., 1979; University of Iowa.

Capener, Don (2001), Assistant Professor of Political Economy and Commerce, 2001- •B.A., Brigham Young University, 1984; MIM/MBA, Thunderbird School, Glendale, Arizona, 1985.

Cates, Karen (2001), Visiting Assistant Professor of Political Economy and Commerce, 2001-

Cavanaugh, Craig (2001), Lecturer in Accounting, 2001-

Coe, Cynthia (2000), Assistant Professor of Philosophy and Religious Studies, Chair, 2001- •B.A. Middlebury College, 1994; Ph.D., University of Oregon, 2000.

Condon, Jacquelyn S. (1980), Vice President for Student Life and Dean of Students, 1995- ; Assistant Professor of Education, 1982- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Connell, Michael (1992), Professor of Political Economy and Commerce, 2002- •B.S., 1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Cordery, Simon (1994), Lecturer in History, 1994- •B.A., Northern Illinois University, 1982; M.A., University of York (England), 1984; Ph.D., University of Texas at Austin, 1995.

Cordery, Stacy (1994), Associate Professor of History, 1999- ; Curator of Monmouth College Archives, 1995- •B.A., 1983; M.A., 1986; Ph.D., 1992; University of Texas at Austin.

Cox, Nathan (2001), Lecturer in Art, 2002- •MFA, Bradley University, 2000.

Cramer, Kenneth (1993), Professor of Biology, 2002- •B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.

Dickerson, Jeffrey (2002), Associate Professor of Mathematics and Computer Science, 2002- •B.A., Augustana College, 1971; M.A., Sangamon State University, 1975.

Douglas, Dorothy DiVall (1988), Professor of Education, Chair, 2002- •B.S., University of Oklahoma, 1958; M.Ed., Central State University; Ed.D., Oklahoma State University, 1985.

Draves, Jeffrey (2002), Associate Professor of Chemistry, 2002- •B.A., Monmouth College, 1985; Ph.D., University of Illinois, 1990.

Draves, Patricia (2002), Associate Professor of Chemistry, 2002- •B.A, Mount Holyoke College, 1985; Ph.D. University of Illinois, 1990.

Dwyer, Howard (2000), Assistant Professor of Mathematics and Computer Science, 2000- •B.S., B.A., University of Illinois, 1978; M.A., University of California at Davis, 1985; Ph.D., Northern Illinois University, 1993.

Eary, Joanne (2001), Visiting Assistant Professor of Mathematics and Computer Science, 2001-

Ellison, Linda (1989), Lecturer in Education, 1989- •B.A., Monmouth College, 1975; M.S.Ed., Western Illinois University, 1989.

Elwell, Don (2001), Lecturer in Communication and Theater Arts, 2001-

Fannin, Rev. B. Kathleen (1997), Chaplain, 1998- •B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997.

Fasano, Christopher (1998), Associate Professor of Physics, 1998- •B.S., University of Notre Dame, 1988; M.S., University of Chicago, 1987; Ph.D., University of Chicago, 1988.

Feldman, Charles M. (1997), Lecturer in Communications and Theater Arts, 1997- •B.A., University of Iowa, 1967; M.A., University of Michigan, 1968; Ph.D., University of Michigan, 1975.

Foster, J. Robert (1999), Lecturer in Physical Education, 1999- •B.S., Eastern Illinois University, 1997.

Gebauer, Peter A. (1975), Professor of Chemistry, 1988- •B.S., Harvey Mudd College, 1965; Ph.D., University of Illinois, 1970.

Gersich, Frank (1998), Professor of Accounting, 2002- •B.S., B.A., University of North Dakota, 1978; M.S., University of North Dakota, 1979; Ed.D., Northern Illinois University, 1993.

Giese, Sandra (1997), Lecturer in Education, 1997-

Glasgow, Terry L. (1972), Professor of Physical Education, 1990- . Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Godde, James (2001), Assistant Professor of Biology, 2001- •B.S., Western Illinois University; Ph.D., University of Illinois, 1993.

Grahe, Jon (1997), Assistant Professor of Psychology, 2000- •B.A., Shippensburg University, 1992; M.A., University of Toledo, 1994; Ph.D., University of Toledo, 1997.

Grimm, Melinda (1996), Lecturer, Department of Education, 1996- •B.A. University of Northern Iowa, 1971; M.S. Western Illinois University, 1989.

Grodjesk, Kenneth (1997), Assistant Professor of Education, 1997- •B.S. Bradley University; M.S., Illinois State University; Ph.D., Northern Illinois University.

Hakeman, LeAnn (2001), Instructor, Department of Physical Education, 2001- •B.A., Buena Vista University, 1994; M.A., Mankato State University, 1996.

Hale, Robert C. (2000), Assistant Professor of English, 2000 - •B.A., University of Tennessee, 1988; M.A., Louisiana State University, 1995; Ph.D., Louisiana State University, 1996.

Haq, Farhat (1987), Professor of Political Science, 1999- •B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., 1987; Cornell University.

Hastings, William M. (1968), Professor of Psychology, 1983- •B.S., Loyola University, 1962; M.A., 1966; Ph.D., 1969; Southern Illinois University.

Haynes, Roger D. (1982), Instructor in Physical Education, 1999- •B.A., Monmouth College, 1982.

Hellenga, Virginia (1994), Lecturer in Classics, 1994- •B.A., University of North Carolina, 1967; M.A., Loyola University, 1982.

Holm, Susan Fleming (1985), Dorothy Donald Professor of Romance Languages and Literature, 1997- •B.A., The College of Wooster, 1966; M.A., 1982; Ph.D., 1985; The University of Kansas.

Johnson, Robin (2001), Lecturer in Political Science, 2001- •B.A., Monmouth College, 1980; M.A., Western Illinois University, 1999.

Johnston, Richard (1995), Associate Professor of Political Economy and Commerce, 1999- •B.S., 1979; M.B.A., 1983; Lehigh University.

Kasinger, Thomas P. (1999), Lecturer in Music 1999- •BME, Murray State College, 1963; M.A., Western Illinois University, 1969.

Keiser, Gayle L. (1996), Lecturer in Political Science, 1996- •B.A., Skidmore College, 1972; M.A., University of Missouri, 1975; Ph.D., University of Oregon, 1981.

Kessler, Judi (2001), Assistant Professor of Sociology and Anthropology, 2000- •B.A., California State University at Los Angeles, 1993; M.A., University of California at Santa Barbara, 1995; Ph.D., University of California at Santa Barbara, 1999.

Kieft, Richard L. (1975), Professor of Chemistry, 1989-; Chair, 2001- •B.S. Dickinson College, 1967; Ph.D., University of Illinois, 1973.

Kloeppel, Peter K. (2001), Lecturer in Physics, 2001-

Kroupa, Michael (2000), Visiting Assistant Professor of Physics, 2000- •A.B., University of Chicago, 1979; M.S., Cal Tech, 1980; Ph.D., University of Chicago, 1991.

Kulczewski, Peggy (1995), Lecturer in Mathematics and Computer Science, 1994- •B.A., 1971; M.A., 1972; University of Illinois.

Kuppinger, Petra (2000), Assistant Professor of Sociology and Anthropology, 2000- •B.A., Johannes-Kepler-Gymnasium, Leonburg, Germany, 1980; M.A., American University in Cairo, 1990; M.A., New School for Social Research, 1991; Ph.D., New School for Social Research, 2000.

Lariviere, Nancy A. (1989), Associate Professor of Psychology, 1996- •B.A., Susquehanna University, 1984; M.A., 1987; Ph.D., 1990; State University of New York at Binghamton.

Larson, Kristin K. (2001), Visiting Assistant Professor of Psychology, 2001-

Lemon, J. Rodney (1976), Professor of Political Economy and Commerce, 1982- •B.A., Monmouth College, 1964; M.S., 1967; Ph.D., 1968; University of Illinois.

Lipes, Colleen (2001), Lecturer in Education, 2001-

Lomax, Sharon (2000), Lecturer in Mathematics and Computer Science, 2000-

Lotz, Stacy M. (1995), Assistant Professor of Art, 1999- •B.A., Eastern Illinois University, 1987; M.A., Eastern Illinois University, 1988; MFA, Washington University, 1991.

Markwart, Carla (1998), Lecturer in Art, 1998- •BFA, University of Illinois, 1982; MFA, University of California-Berkeley, 1990.

Mato, Shigeko (2002), Assistant Professor of Modern Foreign Languages, 2002- •B.A., University of Colorado, 1992; M.A., University of New Mexico, 1995; Ph.D., University of New Mexico, 2000.

McCarnes, Mary Lois (1982), Lecturer in Modern Foreign Languages, 1982- •B.A., Monmouth College, 1942.

McDermott, Mary (1996), Lecturer in Mathematics and Computer Science, 1996- •B.A., Drew University, 1989; M.S., Rutgers University, 1992.

McGaan, Lee (1986), Professor of Communication and Theater Arts, 1995- •B.A., Monmouth College, 1969; M.A., 1970; Ph.D., 1980; Ohio University.

McMillan, Kenneth (1999), Associate Professor of Political Economy and Commerce, 2002- •B.S., University of Illinois, 1967; M.S., University of Illinois, 1969.

McSweeney, Jeff (2002), Lecturer in Art, 2002-

Meeker, Cheryl (1986), Associate Professor of Art, 2000- •B.A., Knox College, 1984; M.A., 1985; M.F.A., 1986; Northern Illinois University.

Nieman, George C. (1979), Professor of Chemistry, 1984- •B.S., Carnegie-Mellon University, 1961; Ph.D., California Institute of Technology, 1965.

Peterson, Judy (1998), Associate Professor of Accounting, 2002- •B.A., Gustavus Adolphus College, 1979; MBA, Mankato State University, 1980.

Peterson, Trudi (1998), Assistant Professor of Communication and Theater Arts, 1998- •B.S., Central Michigan University, 1990; M.S., Central Michigan University, 1994; Ph.D., Bowling Green State University, 1998.

Phillips, Mary E. (1999), Lecturer in Art History, 1999- •B.A., Siena Heights College, 1971; M.A., Northern Illinois University, 1981; MFA, Northern Illinois University, 1986.

Prentice, Margaret (2000), Lecturer in Political Economy and Commerce, 2000 - •B.A., Monmouth College, 1992; M.B.A., Western Illinois University, 1993.

Ragone, Dave (2000), Instructor, Department of Physical Education, 2002-

Rankin, Douglas B. (1988), Associate Professor of Communication and Theater Arts, 1991- •B.A., Monmouth College, 1979; MFA, Northwestern University, 1986.

Roberts, Kevin (2001), Lecturer in English, 2001-

Schell, Hannah (2001), Assistant Professor of Philosophy and Religious Studies, 2001- •B.A., Oberlin College, 1992; M.A., Princeton, 1997; Ph.D., Princeton, 2000

Shimmin, Kari (1999), Instructor in Physical Education, 1999 - •B.A., Monmouth College, 1997.

Sidi-Haji, Sharif (1999), Lecturer in Political Science, 1999 -

Sienkewicz, Thomas J. (1984), Minnie Billings Capron Professor of Classics, 1985- •B.A., College of the Holy Cross, 1971; M.A., 1973; Ph.D.; The Johns Hopkins University, 1975.

Smolensky, Ira (1984), Professor of Political Science, 1995- •B.A., 1970; M.A., 1976; Ph.D., 1982; Rutgers University.

Sproston, Michael E. (1968), Associate Professor of Music, 1986- •B.A., Monmouth College, 1964; M.A., University of Iowa, 1966.

Suda, Carolyn (1986), Lecturer in Music, 1986- •B.A., Florida State University, 1971; M.A., Western Illinois University, 1985.

Suda, David (1984), Professor of Humanities, 1984- •B.A., 1969; M.A., 1971; University of South Florida; Ph.D., Emory University, 1983.

Tibbetts, Timothy (2001), Assistant Professor of Biology, 2001- •B.A.,

Lawrence University, 1989; M.S., Colorado State University, 1994; Ph.D., Michigan State University, 2000.

Titus, Sara (2002), Lecturer in Modern Foreign Languages, 2002-

Tucker, Marta M. (1983), Professor of Mathematics and Computer Science, 1996- •B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Urban, Jacquelynn J. (1978), Lecturer in Modern Foreign Languages, 1978- •B.A., University of Texas, 1964.

Urban, William L. (1966), Lee L. Morgan Professor of History and International Studies, 1994- •B.A., 1961; M.A., 1963; Ph.D., 1967; University of Texas at Austin.

Van Kirk, Susan (2001), Lecturer in English, 2001-

Vivian, Craig (2000), Assistant Professor of Education, 2000 - •B.A., Cornell University, 1989; M.A., Cornell University, 1998; Ph.D., Cornell University, 2000.

Waldemer, Thomas (2001), Visiting Assistant Professor of Modern Foreign Languages, 2001- •B.A., University of California, Santa Barbara, 1978; M.A., University of California, Santa Barbara, 1982; Ph.D., University of California, Santa Barbara, 1991.

Wallace, William J. (1979), Professor of Communication and Theater Arts, 1991- •BFA, Quincy College, 1974; M.S., Indiana State University, 1976; Ph.D., University of Minnesota, 1986.

Wambi, Bruno (2001), Visiting Assistant Professor of Modern Foreign Languages, 2001- •B.A., University of Brazzaville, 1974; M.A., University of Brazzaville, 1976; MLS, University of Missouri, 1990; Ph.D., University of Missouri, 1999.

Watson, Craig (1986), Professor of English, 1995- •B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.

Welch, Lyle L. (1979), Professor of Mathematics, 1991- •B.A., Luther College, 1964; Ph.D., Michigan State University, 1971.

Wertz, Joan M. (2001), Assistant Professor of Psychology, 2002- •B.S., Allegheny College, 1991; Ph.D., University of Pittsburgh, 2002.

White, Perry (1998), Associate Professor of Music, 2002- •B.A., Luther College, 1983; M.M., University of Missouri at Kansas City, 1988; DMA, University of Oklahoma, 1998.

Willhardt, Mark (2000), Assistant Professor of English, 2000- •B.A., Macalester College, 1987; M.A., Rutgers University, 1989; Ph.D., Rutgers University, 1993.

Wine, Vicki (2002), Lecturer in Classics, 2002-

Yez, David (2002), Lecturer in Education, 2002-

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Allison, David C., 1962-96
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Professor of Communication and Theater Arts Emeritus

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Professor of Classics Emerita
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Professor of Music Emeritus
Johnson, J. Prescott, 1962-86
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Professor of Modern Foreign Languages Emeritus
Skov, Charles E., 1963-94
Professor of Physics Emeritus
Sorensen, Francis W., 1973-2002
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Spitz, Douglas R., 1957-96
Professor of History Emeritus
Waltershausen, George L. 1966-2000
Professor of Art Emeritus
Weeks, J. Stafford, 1959-86
Professor of Religious Studies Emeritus
White, Esther M., 1974-88
Professor of Education Emerita
Willhardt, Gary D., 1967-2000
Professor of English Emeritus
Wills, Donald L., 1951-84
Professor of Geology Emeritus

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Richard F. Giese (1997), President and Professor of Education, 1997- •B.A., Concordia College, 1971; M.Div., Concordia Seminary in Exile (Seminex), 1976; M.A., Washington University, 1976; Ph.D., Kent State University, 1986.

ACADEMIC AFFAIRS

Arnold, George F. (1974), Vice President for Academic Affairs/Dean of the Faculty, 1996- ; Professor of Education and History, 1989- •B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Ambrose, Rajkumar (1986), Associate Dean of the Faculty, 1997-; Professor of Physics, 1990- •M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Antoline, Matthew (2000), Public Services Librarian, Hewes Library, 2000- •B.A., Elizabethtown College, 1999; MLIS, University of Pittsburgh, 2000.

Dagit, Susan (1998), Grants Officer, 1998- •B.A., Western Illinois University, 1976

Daw, Lynn (1997), Technical Services Librarian, Hewes Library, 1997- •B.A., 1985; MLS, 1986; University of Iowa.

Carr, Daryl (1985), Systems Manager, Information Systems Center, 1994- •B.A., Monmouth College, 1988.

Glasgow, Terry L. (1972), Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Mitchell, Patricia (1997), Access Services Manager, Hewes Library, 1997- •A.A., Spoon River College, 1985.

Owen, Sheri (1988), Administrative System Programmer/Analyst, 1988- •A.A., Carl Sandburg College, 1988; B.A., Monmouth College, 1996.

Sayre, John R. (1998), Director of Hewes Library, 1998- •B.A., Phillips University, 1975; MLS, University of Oklahoma, 1976.

Stevenson, Sue (1980), Acquisitions Librarian, 1993-.

ADMISSION

Kemp, Marybeth (1994), Vice President for Admission, 1996- •B.A., Monmouth College, 1993.

Pitts, Peter (1993), Regional Director of Admission, 1993- •B.A., Wartburg College, 1974; M.A., University of Iowa, 1977.

Hippen, Kristi (1997). Associate Director of Admission/Transfer Coordinator, 1997- •B.A., Monmouth College, 1993.

Blaesing, Michael (1997), Assistant Director of Admission, 2000- •B.A., Monmouth College, 1996.

Johnson, Jimmy (2001), Admission Representative, 2001- •B.A., Monmouth College, 1995; M.S., California State University, Sacramento, 1998

Johnston, Christine (1999), Assistant Regional Director of Admission, 1999- •B.A., Blackburn College, 1988.

Thompson, Lucy (2000), Admission Representative, 2000- •B.A., Monmouth College, 1999.

STUDENT AFFAIRS

Botkin, Sarah (2000), Assistant Director of Campus Events, Hall Director, 2000- •B.A., Monmouth College, 1998; M.S. Kansas State University, 2000

Condon, Jacquelyn S. (1980), Vice President for Student Life & Dean of Students, 1990- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Damewood, Mindy (1996), Director, Wackerle Career and Leadership Center, 1996- •B.S. Western Illinois University, 1987; M.A. Western Illinois University, 1992.

Fannin, Rev. B. Kathleen (1997), Chaplain, 1998- •B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997.

Masood, Mohsin (1995), Associate Dean of Students/Director of Resident Life, 1995- •B.A., University of Peshawer (Pakistan), 1977; M.A., Quaid-i-Azam University (Pakistan), 1981; M.A., 1992; M.A.; Western Illinois University, 1995.

Morris, Kenneth (2000), Assistant Director of Resident Life, 2000- •B.A., Monmouth College, 2000

Ogorzalek, Karen (1990), Associate Dean of Students, 1996/Director of the Stockdale Center/Campus Events & Student Orientation, 1990- •B.S., Eastern Connecticut State University; 1988; M.A., Framingham State College, 1990.

Withenbury, Thomas (1985), Director of Student Publications, 1996 - •B.S., Southern Oregon State University, 1976

COLLEGE RELATIONS

Valentine, Richard D. (1993), Vice President for External Relations, 1996- •B.S., Culver-Stockton College, 1969.

Brown, Susan R. (2001), Web Coordinator, 2001- •B.A., Western Illinois University, 1982; M.S., Western Illinois University, 2001.

Cole, Tiffany (1995), Director of Advancement - Alumni Programming/ Planned Giving and Major Gifts, 1995- •B.A., Monmouth College, 1989; MBA, Western Illinois University, 1992.

Cook, Lois A.(1987), Director of Development Records and Research, 1995- •B.S., Bowling Green State University, 1963.

Dagit, Susan (1998), Director of Advancement - Corporate/Foundation Grants, 1998- •B.A., Western Illinois University, 1976

McNamara, Barry (1999), Associate Director of College Communications/Director of the News Bureau, 1999- •B.A., Beloit College, 1985

Nolan, Dan (1999), Assistant Director of College Communications, 1999- •A.A., Lewis and Clark Community College, 1981.

Rankin, Jeffrey D. (1992), Director of College Communications, 1992- •B.A., St. Lawrence University, 1979.

Rankin, Terri (1990), Gift Processor/Information Services, 2000- •B.A., Monmouth College, 2000.

Wilson, J. Mark (1998), Director of Advancement - Planned Giving and Major Gifts, 1998- •B.A., Monmouth College, 1978.

White, Dalene (2001), Director of Advancement - Planned Giving and Major Gifts, 2001- •B.S., University of Kansas, 1994.

FINANCE AND BUSINESS

Gladfelter, Donald L. (1977), Vice President for Finance and Business, 1995- •B.A., Monmouth College, 1977.

Loomis, Pete (1989), Director of the Physical Plant, 1989- •B.A., Westminster College, 1966.

McNall, W. Michael (1981), Director of Personnel, 1991- •B.A., Monmouth College, 1981.

Whiteside, Jayne (1994), Director of Financial Aid, 1996- •B.A., Monmouth College, 1990.

Nuckles, Paula A. (1998), Assistant Director of Financial Aid, 1998- •B.A., Augustana College, 1994.

Bingman, Ryan (2000), Landscape and Grounds Maintenance Manager, 2000- •BLA, Iowa State University, 2000.

Clark, Debbie (1999), Student Accounts Manager, 1999- •B.B., Western Illinois University, 1986.

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Robert W. Gibson (1952-64)
G. Duncan Wimpress, Jr.(1964-70)
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DeBow Freed (1974-79)
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Sue A. Huseman (1994-97)
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All telephone numbers at Monmouth College can be reached either by calling the number directly or by calling the college switchboard, 309-457-2311. When dialing from on-campus telephones, use only the last four digits.

Correspondence concerning college matters should be addressed to the appropriate office at Monmouth College, 700 East Broadway, Monmouth, Illinois 61462-1998.

Academic Affairs
For academic concerns, readmission, academic standing, and faculty matters.
457-2325

Admission
For most matters of concern to new students.
457-2131

Bookstore
457-2399

Business Office
For questions about billings and student accounts.
457-2124

College Relations Office 457-2323
Alumni Programs 457-2316
Annual Gifts 457-2318
College Communications 457-2322
Planned Giving 457-2317 or 2376
Records and Research 457-2321

Financial Aid
457-2129

Library
457-2190

Multicultural Affairs
457-2113

President's Office
457-2127

Registrar
For academic records, class schedules, courses, credits and transcripts.
457-2326

Stockdale Center and Campus Events
457-2345

Student Affairs
For information about rooms, residence halls and student services.
457-2131

Wackerle Career and Leadership Center
457-2115

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